

# Childhood Education

The Magazine for Teachers of Young Children

DOROTHY E. WILLY, Editor

FRANCES McCLELLAND, Associate Editor

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## Next Month—

■ "Today's Trends in Childhood Education," the theme of the A.C.E. Convention, will be the keynote of the April issue. H. L. Caswell of Peabody College will describe the present educational scene; B. F. Pittenger of the University of Texas will discuss the changes made in curricula in response to the demands of everyday living, and Vierling Kersey, California State Department of Education, will point out the future of early childhood education in the light of today's trends. In addition, there will be an article by Dorothy Cadwallader describing a school library and its effect on the life of the community.

■ A double-page spread of photographs, "Signs of Spring," will be useful on schoolroom bulletin boards.

—THE EDITORS.

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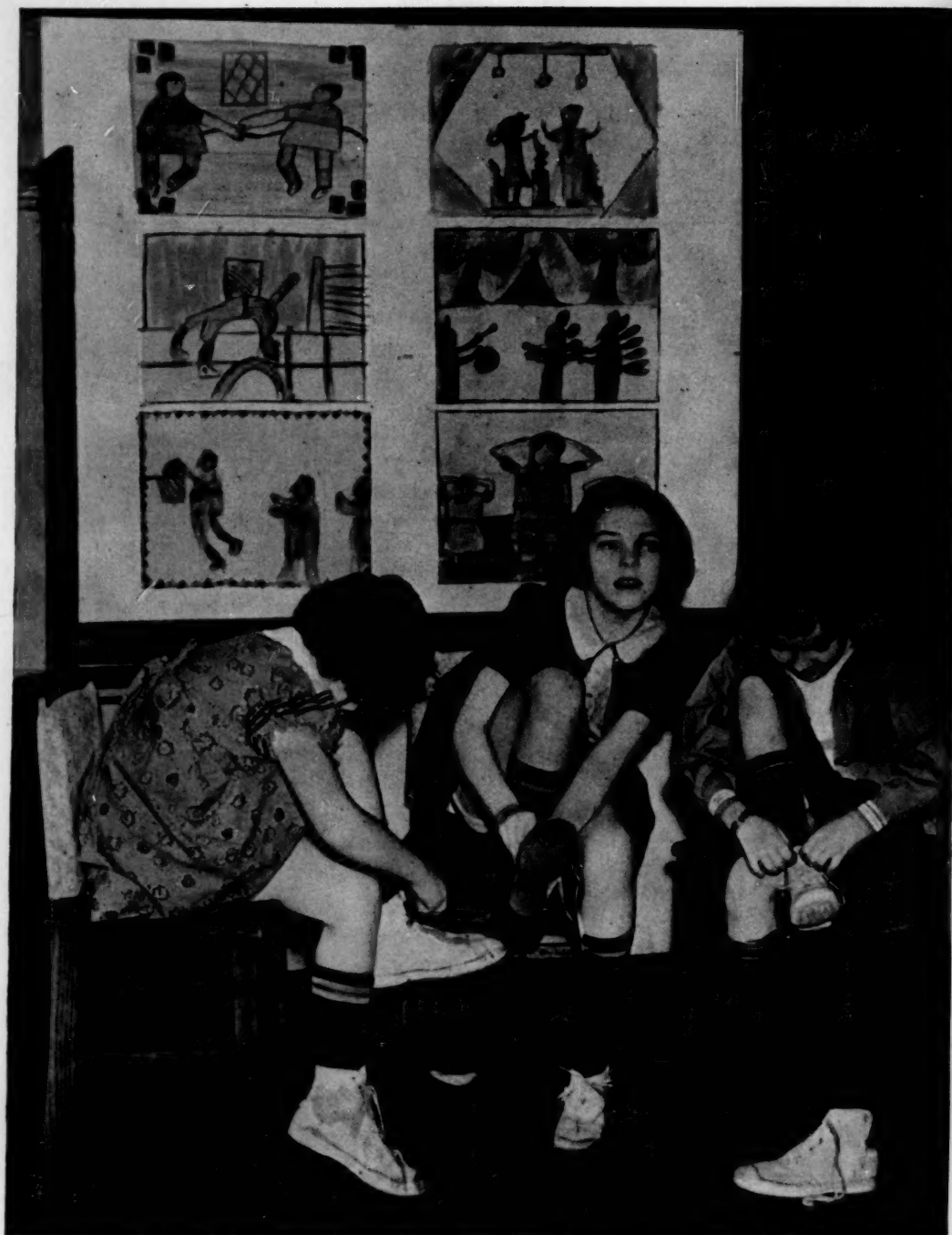
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## REPRINTS

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*Taylor School, Cleveland, Ohio*

Happy faces, flying fingers,  
It's gym time.

# Editorial Comment

## Trends in Physical Education

TRENDS, tendencies and futures are almost any man's guess regardless of the area of thinking into which they are cast. My predictions are like those of any other old-timer—wishful thinking for the children of a new generation.

We are now on the back swing of the pendulum from frightening formality to inane informality. Pre-digested bits of adult-conditioning gymnastics fed indiscriminately to "little men and women" have been practically laughed out of the curriculum. Nebulous natural activities with a cobweb of correlation to unite them are being diverted into a planned economy of curricular effort. Best of all is the recognition of the educational value of a scientifically constructed course of study in motor activity which is so real that progressive school administrators disregard entirely the old state minimum requirements of seventy-five minutes per week of physical training and aim instead at seventy-five minutes per day of physical education.

Home, church and school have for decades been considered the forces which are omnipotent in setting standards for the creation of a glorious nation. A revolution of new industries made a devolution of time and distance barriers between members of the nation. Isolated farmers know market conditions even sooner than the watchers of overburdened ticker tapes. Our voices, pronunciations, clothing, menus, songs in the streets and, I fear, our attitudes, are standardized by air and screen.

BEFORE most of the professional educators had completely realized that city streets had to be added to the forces of home, church and school, the streets had run through and out of the city to meet the small towns and form a metropolis. Motor vehicles, motion pictures and radio have made paths which are too easy for the destruction of youth. These paths lead youth away from homes and churches.

Upon the schools has fallen a tremendous increase in responsibility for education in avocations as well as vocations. The technological bugaboo bred the present clamor for training for increased leisure time. Decreased working weeks will compel a desirable increase in the school day, week and year. With this will come the universal recognition of the economic and social value of planning and using school plants intensively as community educational and recreational centers.

Many of the so-called fads and frills of education are now tools of learning. The extra-curricular activities formerly pursued so avidly by a few students with peculiar talents and interests are now becoming required curricular experiences of the many. The physical education in the schools of today had its inception in the meager calisthenic drills, spirit-

less folk-dances and frenzied athletics-for-the-fittest of a generation or two ago. The progression from physical culture through physical training into physical education has paralleled general education's advance to the study of every individual's potentialities, needs, and desires instead of the old cultural education for the elect or the mass inculcation of technical training.

PHYSICAL education must build a shell of current-needs-and-interests content around a central core of longer-lived, positive health activities. Technics of bodily control must cover organic development, recreational skills and art experience. Those technics must be practiced in a teaching plan of polishing individual facets while adjusting them into angles which will enhance the setting as a whole.

The physical education of the young child is a venture as important as any other initial presentation of a tool of learning. Skills, habits, knowledges and attitudes in body regulation and control have long been known as constructive elements in the development of personal efficiency in society. The contributors to this issue of *Childhood Education* present to you a few specific aspects of making motor education a less haphazard procedure.

While educators have generally come to the vague understanding of the value of physical education in the school curriculum, too many of them still believe that children can construct their own learning patterns effectively if given nothing but the time on a schedule, space indoors and out, and cursory supervision. Often this supervision is by teachers almost entirely untrained in physical education, or else particularly trained in skills suitable for secondary and college levels, who are now teaching little children as a temporary means of earning a living.

THE DAY of specific study of the motor development and learning processes of the youngest children is at hand. It is still a rugged, breath-taking, eye-opening adventure in education. Stubborn growths of preconception, prejudice and ignorance must be cleared away. Physical education in the curriculum for older children is still only part of the way through the woods. Its courage can be bolstered up by the struggles and triumphs of physical education for the youngest children. It can blaze the trail for the slow but sure steps of the work for the youngest. The slogan must still be "education through and of the physical."

—GRACE M. STAFFORD

*Miss Stafford is Associate Director of Physical Education in the public schools of Gary, Indiana. To her careful planning is due the excellence of this issue.*



# Why Physical Education in the Early School Years

LEE VINCENT

FOR five years one of the centers of research in this country has been studying college women in the hope of learning the points at which college education may make a greater contribution to their life needs. Final conclusions have not been reached nor are the findings yet available for publication, but the people who are doing the work tell me that there is considerable evidence that patterns of thinking and feeling, and habits of behavior and action are pretty well fixed in the family, the school, and the neighborhood before women go to college. This is, of course, not really a new conclusion, but the study seems to promise substantial proof of what has been a so-called clinical opinion, and serves again to call our attention to the importance of training in early childhood.

In discussing this point with a leader of physical education, I was told that teachers of physical education have been aware for some years that this is true. College can give additional skills and information in the physical education field, and it can give from one to four years of regular physical exercise, but the students who carry these skills into later life and who use this information most profitably in the post-college years are the students who entered college already skilled in, and therefore alert to physical activity as an important part of rich and healthful living. The leader of physical education went on to say that if we are really to make constructive physical activity a life habit we must see to it that our programs of physical education are made effective in the earliest years of schooling.

This statement was, of course, in direct line with the clearcut understanding of edu-

*Miss Vincent, Psychologist at the Merrill-Palmer School, Detroit, discusses three factors which should be considered in planning a physical education program for young children: basic interests and emotional drives, modern living conditions, and the patterns of motor development. She believes that through intelligent handling young children can be stimulated to love physical play and to become interested in and practice many basic physical skills.*

cation that what we teach in the first few years of school life, added to what has already been taught at home before the child enters school, is fundamental to anything we can teach later. This, we seem agreed, is especially true of all of those parts of education which concern the formation of habits and attitudes. It is particularly important to the love of play, which is so vital a part of a well balanced personality.

Physical play serves at least two purposes in adult life: it provides vigorous exercise, which assists metabolism and maintains physical health; and it affords release from nervous and emotional tension, which helps to maintain an optimum of mental health. Play can, of course, serve as an outlet only when it gives the participant satisfaction and a sense of release. It can do this only when the individual enjoys play; he will enjoy it most when he does it easily and effectively.

## BASIC INTERESTS AND EMOTIONAL DRIVES

*The Love of Play:*—One of the chief arguments often used for urging the introduction of programs of physical education in the earliest grades of school is that children learn specific physical skills more easily than do

adults. There is dispute among physical education people as to whether this is actually true, some of them maintaining that adults would learn as rapidly as children if equal time for practice were allowed, and equal eagerness to learn were present to motivate the learning. In other words, it is asserted that enthusiastic adults with freedom to practice a given skill will learn it as readily, if not more readily than would a child.

There is rather unanimous agreement, however, that general bodily skills and the *love* of play are seldom acquired in later life if no foundation for them is laid in childhood. In other words, unless the generalized play skills and interests are developed early, they are usually not developed at all. This is not difficult to understand if we realize that children who lag behind other children in the acquisition of physical skills face the so-called gang age with a serious social handicap. Such children lack not only the bodily skills which serve as a base for many group contacts, but, as a result of this, they often become self-conscious and shy in all social contacts. It is, therefore, important that physical skills become part of the social, as well as of the physical equipment of children at a fairly early age.

*The Urge to Activity:*—There is another important psychological factor which leads us to the conviction that physical education should, and some day will be deeply concerned with a wide-spread and carefully planned program for young children. The urge to physical activity is one of the most basic natural urges of young children. Normal children, in fact, have such a strong urge to physical movement in contrast to quiescence that we are forced to break physically inactive periods into short units for them in order to allow the compelling drive-to-action an opportunity to express itself. This drive becomes evident in the first year of life; it becomes dominant in the second year; and remains a vital drive for several years thereafter.



Use of hands and body balance by a four-year-old.

Perhaps I should temper this remark by saying that the urge to activity remains a vital drive throughout early childhood unless we adults interfere with it too drastically. Unfortunately, we frequently do just that. We often deprive the child of interesting and challenging expression of this drive; we allow the school playground to develop bullies and therefore to restrict or even injure the normal play activity of the larger group; we routinize the play hours until we kill natural initiative; we compel all children regardless of strength and natural skill into set activities with set standards of accomplishment so that the unusual child is lost and defeated; we waste long noon hours, and in some schools even the recess periods, in

aimless activity or listless standing around; some schools do nothing to educate children physically until they enter the upper grades; few schools make the indoor gymnasium or the swimming pool available to the kindergarten and the primary grades; practically no school engages its best physical education teachers for its youngest children. Yet the most teachable time for a well-conceived program of physical education is during the period of early childhood, when the natural instincts are directed toward physical activity and dramatic play.

*The Impulse to Dramatic Play:*—The use of the early period of childhood is important, again, because of the impulse to dramatic play which has its peak during the early school years. Recognized as a useful base for introducing games and active play it becomes one of the most important tools of the teachers who wish to make physical play a well-loved and accustomed part of the life of her pupils. Many children are

dominantly active and not particularly imaginative. Such children currently need little stimulation to physical play. Some children, however, are dominantly imaginative and spend much time in quiet play at the expense of more vigorous activity. These children may often be led into more active play through an appeal to their imaginations. It is for such children that the use of dramatic play becomes an important device.

#### MODERN LIVING CONDITIONS

*Inadequate Play Space:*—Organized play under the supervision of the school (or in the non-school periods under the supervision of play schools and play grounds) has become more necessary since city living has restricted natural play opportunities. Professor Burgess of the Department of Sociology of the University of Chicago tells us that one half or more of all families in the larger cities of the United States live in apartments, by which he means dwellings housing three



These children have acquired early the love of active play and physically challenging stunts. They are all under six years of age.



families or more. Although it is true that the newer housing projects are making provision for play space in cooperative housing plans and in the slum clearance housing units, it will probably be many years before the half of our city families who live in apartments will have space which will make normal free play possible for their children. Nursery schools are in part a response to this need for play space for the younger children, but few nursery schools or kindergartens provide trained (namely, expert physical education) supervision of out-of-door play, or of indoor physical activities, and nursery schools are not yet general enough to reach many children.

*Small Families:*—Modern living has created another situation of importance to the natural play life of children. Small families are the rule today. This means lack of adequate play companionship. Many children do not play freely out-of-doors because there is no one with whom to play. Many children are only children or perhaps separated by several years from the other child or children in the family. These children often find themselves in a neighborhood where there is no companionship with children near enough their own age to provide motivation for active physical play. Such children, if of normal or superior intelligence, often console themselves with solitary riding of a tricycle which soon loses its charm, or with shopping tours with parents which provide little vigorous activity, or with block building and reading indoors.

Even in city neighborhoods which provide an adequate number of children of comparable age we find many parents who, fighting to maintain a high standard of moral and ethical behavior, refuse to permit their children to play with the available children. This happens to many negro children whose families, being restricted in the choice of neighborhood, often find themselves living among people whose standards are inferior to their own. Such parents refuse children

permission to play out-of-doors, and hope to guard against boredom by encouraging indoor games and reading. Such children often have a reading age quite superior to their mental age, but taut muscles, avid appetites, and joyous emotional release through skilled play can be no part of the lives of these children unless the school provides the opportunity which modern conditions of living have taken away.

There are these many reasons why physical education should become a conscious part of our programs of early education. I am not, of course, urging that we move suddenly in the direction of wholesale gymnasium or playground programs for nursery school, kindergarten and primary children. Too few people are as yet trained to undertake intelligent programs of physical education with very young children. Unfortunately, most people who know young children well are not trained in physical education, and vice versa. Physical education programs designed for college and high school people are not applicable to elementary and primary pupils.

#### MOTOR GROWTH PATTERNS

More than this, we have much to learn about the motor growth patterns of childhood and about levels of motor skill as well as about basic interests and emotional drives at the various stages of development. The work of Myrtle McGraw in New York, of Arnold Gesell at Yale University, of Beth Wellman<sup>1</sup> at the University of Iowa are samples of careful studies which should eventually give us much valuable understanding of the levels and patterns of motor development, and of the value of specific early training.

*General Patterns of Motor Development:*—Studies of the motor skills and physical activities of children have already shown: (1) that in general, physical and motor development follow typical patterns; but (2) that

<sup>1</sup> See Miss Wellman's article, page 311.



within these broadly defined patterns children differ widely as individuals. For example, we know that, on the average, children sit upright at about six to seven months of age; can creep at about eight or nine months; can walk and climb stairs on hands and knees at twelve to fourteen months; can run awkwardly, walk up a low inclined plank, climb stairs in an upright position one foot at a time, cross their feet while standing, and stand on one foot at about eighteen months; can run, climb stairs with alternate feet, swing, jump up and down on one foot, or jump over low objects, climb on boxes, low branches, or the lower rings of a jungle gym when they are about three years old. By the time they are five years old they can move skillfully and with a fair amount of grace, being able to skip, balance, walk on a straight line, run on tip-toe quietly, climb ladders, "skin the cat" on a turning pole, swing standing up, and so on. From this age on the jumping, running, dodging, throwing and striking skills develop rapidly and depend a good deal upon opportunities and motives for practice.

*Individual Differences:*—There are, however, wide individual differences within this general pattern. There is a certain general correlation between development of intelligence and general bodily skill, but many children of superior intelligence walk later than the average child, and some children of mediocre intellectual ability, because of great interest and insistent practice, become more proficient than the average child in physical skills. There are apparently marked individual differences in rhythmic ability, and a wide variation in drives to general bodily activity. Dr. H. C. Stuart in his *Healthy Childhood* says, "It must be clearly recognized that children differ tremendously in their possibilities for muscle development and physical strength and that different sports

are suited to different types of build. The thin small-muscled type of child cannot at will be converted into the stocky large-muscled type. Training must continually avoid the attempt to make a child something which he was never intended to be."

Dr. Stuart also makes the point that children differ in their endurance irrespective of their physical type, and adds that, "In addition to considering the size and strength of muscles, one must plan for a child's physical education after considering his mental ability, his nerve control, the physiology of his circulation, respiration and nutrition, and his general physical health."

In studying differences in general activity among children at the Merrill-Palmer School it was found that individual differences are great—both in choice of activity and in amount of energy expended on any given activity. Some children of preschool age in a nursery school group will spend most of their time in construction activities like block building, others practically none. Some will use vehicular toys most of the time, others are inclined to imaginative types of play. Some children will never voluntarily use the swings or jungle gym. Some children apparently will be quiet and comparatively inactive while others seem to be very active during comparatively long periods of time. However, close observation showed that the apparently inactive child has occasional spurts of energetic activity and that the active child is extremely energetic only in spurts, and also has long spells of quiet play.

Intelligent handling of young children and a carefully planned program in physical education can not fail to win their interest in and practice of many basic physical skills as well as stimulate a love of physical play which will carry them through the gang age successfully and, perhaps, into healthier adulthood.

# Making Games and Enjoying Apparatus

PATTRIC RUTH O'KEEFE

IT IS natural for children to like best what they make and to enjoy most what belongs to them. The experience of creating things should be made possible for every child. A game which has been successfully made, according to the child's standards, gives infinite satisfaction and happiness to the maker. Every child longs to do something, to have something, and to use something that is his very own.

The physical education department in the Kansas City, Missouri, schools has recognized the unlimited opportunities for developing the creative abilities of the children in the primary grades. They are encouraged to make games which they can play at home and at school. When game making at home began, the parents became interested. Basement playrooms and recreation rooms soon became well equipped with many types of games. The parents' active interest proved a valuable asset.

Work benches, which the modern classroom now includes as necessary equipment, became more popular when games were to be made. The games, which have proved to be the most popular, are made of waste materials such as orange crates. The ends of the crate make perfect back-stops for "Nosey," "Porkey," "Ring Toss" and other popular games. "Tapper Dan" and "Disc Rolling" can be made from the sides. A piece of crayola, a pasteboard or wooden box and a few blocks or jack balls can be made into "Funny Face." Nails, the end of an orange crate, and a few jar rubbers are all the materials needed for the popular game of "Do Do."

Since physical education is included in our daily school program, it is natural that it should be closely related to all other school subjects. When the children make a "Do

*Miss O'Keefe, Supervisor of Physical Education in the Primary Grades, Kansas City, Missouri, describes the pleasure children have in making their own games and in gaining self-confidence and skill in the use of play-ground apparatus. She stresses the importance of teaching the proper use of apparatus, both from the standpoint of safety and increased opportunity for learning new skills.*

Do" board, many problems are presented and solved. It is necessary to measure, to divide, to add and to multiply before the nails can be placed accurately.

The necessity for keeping scores presented another problem. The solutions were usually surprising but satisfactory to the children. Those who were poor in numbers were required to take their turns as score keepers and the results were, as a rule, most gratifying to child and to teacher. Solving such practical number problems as these is vital and essential experience.

Since the completion of certain games by different children was considered important news, it was included in the daily classroom bulletin. Language, spelling and writing were found necessary before this bulletin could be completed. The bulletin was a co-operative product and the results naturally did not show the many field trips necessary for its publication.

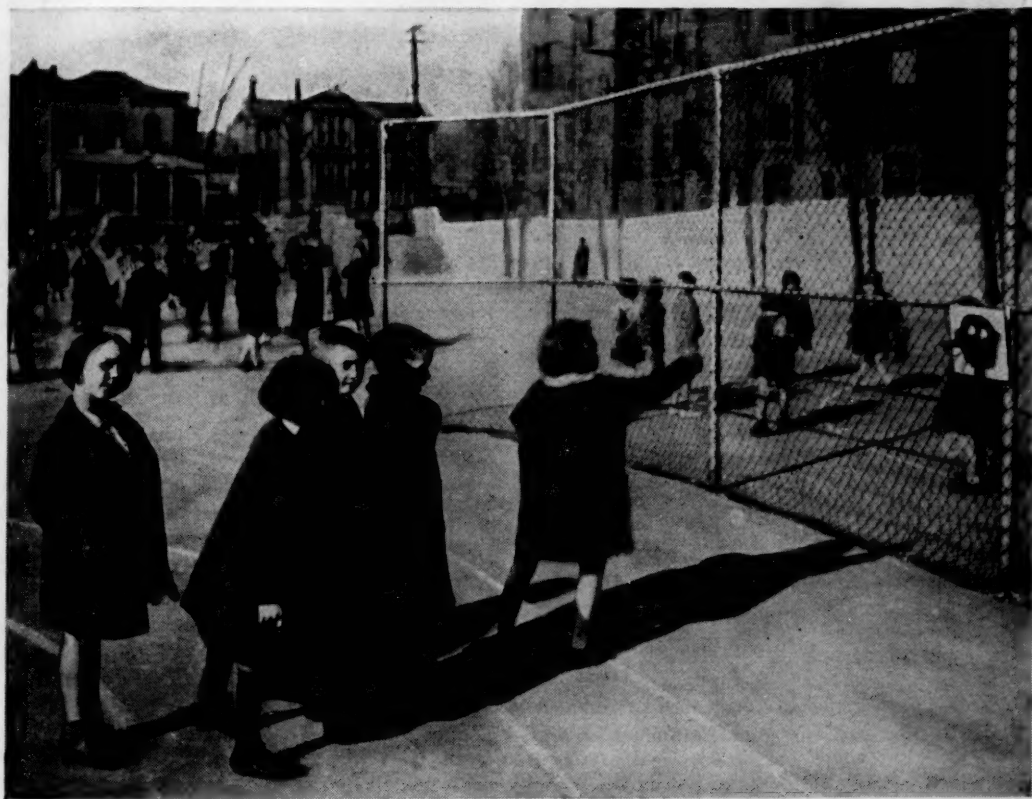
Often the games had to be painted and art periods were used in this way. Color combinations, kinds of paints, methods of painting and other problems required solutions.

Making games is a great game. It presents limitless fields for exploration and creativeness. Bought toys or games often lose their fascination for the child in a short time, but the toy or game which he makes himself holds his interest indefinitely.



*D. M. Pinkerton School, Kansas City, Missouri*

**Makers and builders of games.**



*Woodland School, Kansas City, Missouri*

**A ringer for "Nosey"—a favorite game made and played by these seven-year-olds.**

Games which are best for the primary grades are games of skill. They become more fascinating and more interesting as the child improves. They seldom tire of a game which has the goal of success within their reach.

#### PLAYGROUND APPARATUS

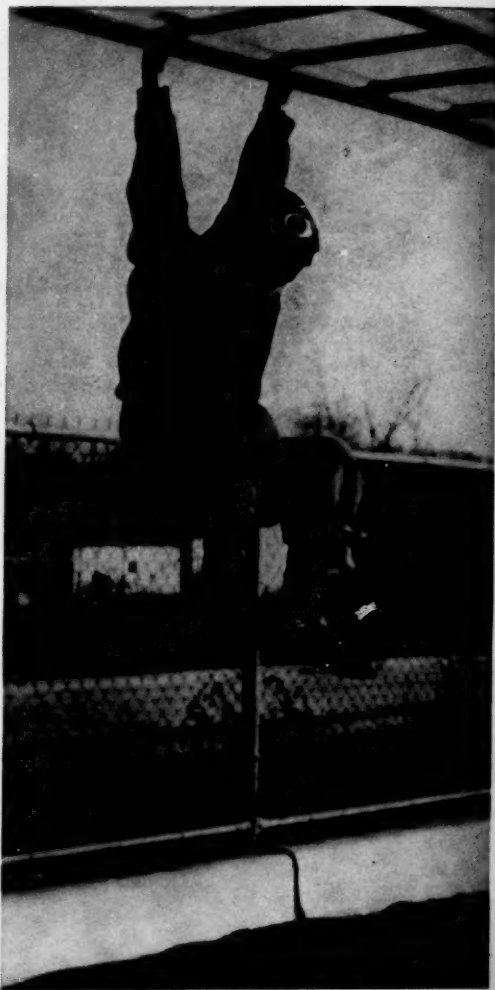
Of great importance for the body growth and development of the young child is experience on playground apparatus which offers a challenge for self improvement. No "Stay Off" signs mar the playgrounds nor the gymnasiums of the Kansas City schools. From the first grade up, every child is taught the correct way, which is also the safe way, to use every piece of apparatus.

What fun the children have at recesses and



*J. J. Pershing School, Kansas City, Missouri*

The castle tower offers many opportunities for flips, flops and climbs.



*J. J. Pershing School, Kansas City, Missouri*

Getting ready to "drop"—knees up, eyes on ground, both hands ready to loosen at once.

noons! As soon as they arrive at school, or leave the school building, they hurry to their favorite apparatus. The horizontal ladder is one of the most popular because it offers so many challenges. Each child has been taught that everyone should know the best way to get off a piece of apparatus before he gets on it, so he first practices his "drop." He knows that if he raises both knees, looks where he is to drop, and lets go with both hands at the same time, that he will land without getting hurt. Knowing that he can get off any time



he wishes, gives him the courage to do something more venturesome.

To be able to go to the opposite end of the ladder is a goal which every child wishes to reach. If his arms are long enough, he can take hold of the outside of the ladder and take steps with his hands until he has advanced to the opposite end. The rungs on the ladder, or one side of the ladder, may also be used for traveling. The child who is not strong enough to travel far feels successful because he knows how to make a fine "drop." Since racing or competing against another child has no place in the self-testing program, the child feels great satisfaction in improving his own record. "Look what I can do now" is his jubilant exclamation as a new skill is achieved or improved.

The jungle gym and castle tower always receive their share of enthusiastic children. Flipping the pancake, knee hanging, toe touching and bicycle riding, leave little necessity for artificial posture activities.

The merry wave stride is always loaded with passengers eager for their ride. Since no power is available except their own, they push with their feet until they have sufficient speed to whirl through the air. They understand that whatever part of them is nearest to the ground will reach it first, if their hands slip off, so they do not allow their feet to swing too far in front or too far behind them.

As soon as their hands become tired, they drag their feet on the ground until the stride has stopped and all get off to give room for the next group which is impatiently awaiting its turn. When children know they may take another turn on the same piece of apparatus or go to another, the hazard of remaining on it to the point of fatigue is eliminated.

A day too cold or too rainy for outdoor play causes no disappointment to the primary children. They and their teacher go to the gymnasium and have a gloriously good time. They do not have to wait for a bell to ring, or the clock to strike 10:15 or 2:15. They



*E. F. Swinney School, Kansas City, Missouri*

Self-testing activities in the gym when the weather makes outside play impossible.

can go to the gymnasium whenever they wish. Traditional recesses have been replaced by play periods which may be directed or undirected.

The classroom teachers teach the different uses of all pieces of apparatus, but only one piece is introduced at a time. No child is ever assisted in completing an activity. If he needs help in turning over to skin the cat, then he is not sufficiently strong for that advanced activity. However, assistance is given in preventing the child's hands from slipping while making his first attempt in self-testing activities, such as a head stand on the stall bars. When the children have learned several activities on one piece of apparatus, a new piece is introduced. In a short time the right way to use all apparatus is mastered and they are prepared to choose and use as many pieces as they wish.

Timid children usually choose the stall bars for their first experimentation. They seem content to climb up and climb down, releasing their hands on the bars when their feet have been securely placed on the floor. After several trials they seem to feel more confident and desire to try out the bicycle ride, toe touching or chinning. The precocious child finds a real challenge in climbing to the top rung of the stall bars without using his feet or hanging to the top rung and attempting to lift his feet forward and upward to it. The primary children are not conscious of the fact that many of these feats, in which they are so vitally interested, were once used as staid corrective exercises.

Most children climb poles and ropes just for the sheer joy of meeting a challenge. They enjoy the satisfaction of being successful or of showing how very strong they are. A few children get a greater thrill by intro-

ducing the dramatic element into their activity. They enjoy imagining that they are firemen or monkeys. Regardless of their "impersonations," all children are taught the simplest way to climb. Terms which even a six-year-old can understand are used. The rope is held between their little toes, knees and in both hands. It is a child's ability to descend very, very slowly, hand under hand, while keeping the rope between the knees and little toes which is emphasized, instead of the height to which he ascends. Since climbing necessitates the use of many large skeletal muscles, it is fortunate that this activity appeals to nearly all types of children. Over fifty per cent of the children in the first grades are able to climb ten feet high on a rope or pole in a couple of months. There have been no accidents because they have been taught the correct form for climbing.

First grade children seem content just to swing on the rings, but the second and third grade children wish to swing and chin themselves, or skin the cat, or do head stands.

The classroom teachers in the primary grades are also the physical education teachers. They are given assistance by supervisors from the physical education department. Physical education includes rhythms, games and self-testing activities. The inter-relationship of physical education and other school subjects has unlimited possibilities. Teachers and children are pioneering in this land of apparatus which offers freedom and opportunity and permits no "Stay Off" signs.

Since this is an age of standardization and of craving for uniformity, the need for self expression on the part of the child is imperative. Through play he is given freedom to develop and to grow.

# The Nature and Function of Rhythm in a Physical Education Program<sup>1</sup>

ELIZABETH WATERMAN

IN FIFTY years we have evolved through physical culture and physical training to physical education. This succession of titles describing our professional efforts indicates a present realization that our aim is more than to polish movement, or to possess some specific set of tricks. It is to educate, to reject the old mind-body dualism and assume the same responsibility for growth that any other educator would assume.

The medium of education in this field is movement, "learning through doing" in the most literal sense. Movement seems infinite in its range of variation but for purposes of analysis it can be viewed as of two general kinds. One kind would include the purposeful, goal-aiming movements in which the end is outside of the body; movements such as connecting with or avoiding objects of all sizes in time and space. This purposeful movement comprises most of our everyday activity. It is objective in type with its center of interest outside the body, movement which acts as a means toward an end.

As a practice ground for gaining experience in movement, physical education offers excellent and extensive opportunity for this first goal-aiming or objective type of movement. The widespread use of games and sports includes racing, chasing, pushing, pulling, throwing, catching, batting, and jumping. The basic locomotor and trunk movements are all included, and a very wholesome recreative tone accompanies it all.

The second kind would include movement which is an end in itself, non-utilitarian in nature and subjective in quality. This sec-

*Miss Waterman of the Physical Education Department in the Winnetka Public Schools describes rhythmic experiences which may be introduced at different developmental levels, gives suggestions for kinds of accompaniment which will be most stimulating, and states that an adequate rhythm program can furnish "the child an opportunity to build a basis through real experience for understanding the abstractions of rhythmic movement found in all forms of art expression."*

ond or subjective type of movement is very sparsely provided in the current elementary curricula, and when it is provided, its function seems to be misunderstood.

The two types of movement stand in a complementary relationship. To exclude either type is detrimental to a well-rounded experience. Recall, for example, some capable athlete in action in his favorite sport, and that same athlete when the ball or bat is out of his hands and he is facing a group of people with only his body to control. He is invariably ill at ease, unpracticed in the type of experience which makes the body's movements an end in themselves. This is not implying that we need artifice in movement, but that we need a more experienced self-consciousness, and more self-control in movement than a physical education program comprised of games and sports alone can give us.

## CONTRIBUTIONS OF THE RHYTHM PROGRAM

It is this gap that a rhythm program can fill. Here is movement for its own sake with the focus of attention on the timing, the intensity, and the direction of the body in

<sup>1</sup> For a more extensive illustrative treatment of this subject, see Miss Waterman's *Rhythm Book*, published by A. S. Barnes and Company, 1936.

space. Here is movement which opens the whole potential realm of self-expression by developing an awareness of the possibilities of variation and combination through a movement-language the child understands and with a body-medium which is familiar and pleasurable to use. Here is movement which because it is not being driven with exciting speed toward some goal can stop to serve the growing body's needs for clearer concepts of alignment and use. Here is a kind of movement which is creative in nature, complementing the recreative game movement and making a balanced diet of physical education.

In practice, many things have delayed the satisfactory functioning of a rhythm program. Principally, a misconception has existed that after the first two years of schooling the child had developed enough rhythmic awareness to last until he reached a higher school where it would bear luxurious creative fruit after its long upper grade hibernation—a sort of kindergarten to college gap. Secondly, the type of rhythmic activity which has been offered has tended to be so formalized as to give the child no opportunity for expression, or so informal as to provide the child no stimulus or standards of judgment. Lastly, the incoordination between rhythmic training and applied rhythm in music, verse, dramatics, dance, and drawing has not been generally recognized or rectified.

The character of the rhythm program, in the last analysis, depends upon the training and major interest of the person teaching it. If she is also the physical education teacher she will know the possibilities of rhythmic body movement from the simplest to the most difficult levels. She will know the difference between poor and good body alignment, so that no bad habits of movement will be acquired as a by-product of rhythmic movement. She should know enough about the applications of rhythmic movement in art form to provide the bridges between this rhythmic movement and rhythm patterns of

various kinds. She should be able to guide her groups into their own discovery of a physical necessity for some form in expression. She should provide constructive outlets for rhythmic expression at each level; expecting, recognizing, and encouraging each child in his original contribution. If she is not a physical education teacher, the broader concept of rhythmic body movement as a basis for expression in many applied art forms should not be sacrificed to serve only the specific art form of her own interest.

#### TYPES OF ACCOMPANIMENT

The rhythm program deals with rhythmic movement and the stimuli which regulate and inspire it. The regulating stimulus is not limited to piano accompaniment; in fact, the trend is to supplement and supplant the piano with simpler percussion instruments, informal speech choirs, and the alternation of singing and moving groups to give the child the maximum participation. The inspiring stimulus is as broad as the child's experience and includes, as a least common denominator, all that the child is experiencing at school.

At each successive level of social study different cultures with their different patterns of instrumental sound and movement provide functional variations in the possible development of rhythmic movement. For example, the first educational level or investigation of the immediate environment, provides an interest in the rhythmic movement of people and animals about us. Simple vocal accompaniments with half of the group singing or chanting while the other half moves bring an early awareness of the rhythmic form in vocal expression. For example, the following verse is chanted and clapped by half of the group from relaxed positions on the floor while the other half of the group skips and stamps out the two strong accents. Without any break in the rhythm, the groups change places and the verse is repeated.





Fourth grade group with primitive percussion instruments.

Oh, it's hippity-hop to bed!  
I'd rather stay up instead.  
But when Father says "*must*"  
There's nothing but *just*  
Go hippity-hop to bed.

—LEROY JACKSON

At this first level, many simple types of percussion instruments for accompaniment of the rhythmic movement can be made, such as pairs of sticks made from eight-inch sections of old broom handles or curtain poles, pairs of flat stones, pairs of shells with gravel sealed inside, and resonant aluminum pan covers. These can be carried in the hands during movement, tapped on the floor, or on the brick walls to correlate the sound of the rhythmic movement with the sound of the percussion accompaniment. Because it is easier for all parts of the body to operate in the same rhythm rather than in divergent ones, the child who is moving and beating tends to have his rhythmic inaccuracies clarified mechanically. Vocalizing the group ac-

tivity into a group chant such as "Walk, walk, walk, walk; run, run, run, run; run, run, run, run" also helps to bring into awareness these first abstractions of rhythmic movement.

At some primary level the Southwest Indian culture is studied in most schools. Hopping, stamping, slow walking, turning, stretching, and shaking movements which might be usable to the children in evolving their own ceremonials are good ones for experimentation and combination in the rhythm period. If authentic Indian drums, and stick and ankle rattles cannot be provided, the children will be able to produce their own Indian-like drums and rattles from pictures and phonograph recordings. With this kind of percussion accompaniment, and their own vocal chants, they are well prepared to discover significant rhythmic movement experiences for their home-room ceremonials.

In the intermediate levels various peasant cultures are studied, each of which presents

some interesting and authentic starting points for rhythmic improvisation in movement. The beating of Alpine sticks, yodeling, schuplattler or shoe slapping, and charming Tyrolean waltzes offer endless opportunities to make the rhythmic study of Switzerland fun.

Japan, with its clicking wood-blocks, keg-shaped drums, and resonant gongs, offers a splendid background for alternations in swinging and running movements to accompany these instrumental sounds. Japanese children's nursery rhymes are rich in suggestions for rhythmic movement themes.

Holland suggests the clacking percussive movement of wooden shoes and sliding surface designs of figure skating to work into patterns. Sweden, France, and Germany all provide an extensive recorded literature of simple folk dance, song, and festival.

In the upper grades a growing self-awareness, and awareness of the other sex, necessitates a different technique. The most vigorous leaping and springing jumps in the air are a necessary challenge to the pride in prowess and excess energy of this age. The simpler social dances of the country dance variety provide an approach into our own social dance which can be given at this age when the child is beginning to search for social tools. Group rhythms of all sorts which resemble team action interest these pre-adolescents—sailor chanties with movement, marching bands, cheer leading, African drum orchestras, and negro play songs with syncopated accompaniment. Pure abstract design in line, sound, and massing of

movement is possible at this age if the group has grown up in constructive practices, but if unprepared by earlier opportunities, no age is so quick to react disastrously.

A rhythm program built along these lines not only serves an immediate functional purpose in the curriculum but it furnishes the child an opportunity to build a basis through real experience for understanding the abstractions of rhythmic movement found in all forms of art expression. The rhythms of music, the rhythmic patterning of line and mass, the dynamic rhythms of the human voice in speech and song are some applications of the rhythms one becomes aware of in rhythmic movement.

The body is a natural medium for discovering and providing rhythms for vocal and instrumental accompaniment. An appreciation for instrumental music can in this way be kept alive and evolved from the simple tonality of the rhythm band through more complex primitive instrumentation to bridge the gap to the high school band or orchestra, with its adult instrumentation.

The child who has had material and motor experiences in rhythm is capable of carrying rhythm abstractly, of producing his own rhythm patterns of increasing complexity, as well as appraising those of others. So it is that there is a creative as well as a recreative phase to physical education, and that creative phase is rhythmic movement. Although it was conceived as an end in itself, it becomes like a tool subject—a means toward an infinity of creative and appreciative ends which extend throughout life.

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"I should wish my children to be sensitive to all those aspects of earth and sky that can move the soul with loveliness or sublimity. . . . Certainly I should like them to be at home with Nature's infinite variety; to love not merely her verdure and blossoming but her mystic mists and yellow decay. . . . I think I should have a course in Nature running pleasantly through my children's years, and ranging from a recognition of the Pleiades to the art of making a garden grow."—WILL DURANT in *The Saturday Evening Post*.

# Motor Achievements of Preschool Children

BETH L. WELLMAN

UNTIL recently the results from investigations of motor abilities have been of little practical value to the nursery school teacher. At the same time it has been generally conceded that the preschool ages represent a period of much physical exercise and growth in skills, both of large body coordinations and fine finger coordinations. Nursery schools have encouraged the children in vigorous physical activities by providing jungle gyms, slides, ladders, big packing boxes, and other similar materials. They have encouraged quieter types of play, too, by providing sand boxes, small toys, pails, spoons, blocks, and clay.

There are several reasons why the information obtained from the many and varied investigations has not served the nursery school teacher to more purpose. One of the main reasons is that we have been attempting to measure motor abilities indirectly in rather abstract situations not duplicated in the everyday life of the child. This has not worked because again and again it has been found that motor skills show little interrelation. This is true at all ages from preschool children to adults. Children who are high in one motor skill may not be the ones who are high in another motor skill. So generally true is this that one should be very hesitant in talking about "the motor ability" of the child. Rather, at present, it is much safer to talk about "motor abilities" as a series of not highly related skills.

If we wish to know about the motor skills of children in nursery school, we shall have to measure directly their proficiency at things done in the ordinary course of the nursery school day. We can, if we like, look upon a

*Miss Wellman, Research Associate Professor of Child Psychology at the Iowa Child Welfare Research Station, describes how facility in motor coordination can be measured. Although the testing was done with nursery school children, there are important implications here for the teachers of children of any age. We need to know the value of facility in motor coordination to the child, to be able to judge his probable motor age and to develop effective guidance in helping him improve his skills.*

series of such proficiencies as comprising the educational achievement of the child in the motor area.

Taking this point of view as a starting point, two master's theses have been completed which are reported here in some detail. They were concerned with some selected common motor achievements of the grosser type, simple to measure, requiring no elaborate equipment, each comprising several stages in development so that it could be determined how children progress in each skill.

In the first study by McCaskill (3) ninety-eight children, from twenty-six to seventy-four months of age, in the preschools of the Iowa Child Welfare Research Station were tested. Twenty-three performances were required of each child, with three trials for each performance. These were divided into the following:

Eight performances on ascending and descending a short flight of three steps, a long flight of eleven steps, a ladder with rungs 6 inches apart, and a ladder with rungs 12 inches apart.

Six performances with balls: throwing, catching and bouncing two balls, one  $9\frac{1}{2}$  inches in circumference and the other  $16\frac{1}{4}$  inches in circumference



Figure 1. Ascending the ladder is easy for this three-year-old.

Four performances in jumping from boxes of different heights, 8, 12, 18, and 28 inches respectively

Hopping on one foot and on both feet

Skipping

Walking on a path 1 inch wide and 10 feet long, colored red on a sheet of brown paper

Walking on a circular path 1 inch wide colored red on beaverboard 4 feet in circumference

Each performance was subdivided according to children's methods of accomplishing it. For each method there was determined the corresponding "motor age," or the age in months at which exactly 50 per cent of the children used this method or a superior one and 50 per cent used an inferior method. This permitted a direct comparison of the difficulty from one skill to another and from one stage of development to another in any one skill. This method of computing motor age has been used also by Bayley (1) in a

study of motor abilities of children below the preschool ages.

A score was assigned to each method, the lowest stage of a given performance receiving a score of 1 point and each successively more difficult stage receiving an additional point. In this way total scores could be computed on all performances.

*Ascending and Descending Steps:*—The stages of development in ascending and descending steps and the motor age equivalents are given below. Since more than half of the youngest age group tested, twenty-six to twenty-nine months, had progressed beyond the first stage, it was not possible to ascertain the motor age equivalent for that stage.

Stages in Ascending and Descending Steps	Motor Age, Months			
	Ascending		Descending	
	Short Flight	Long Flight	Short Flight	Long Flight
Mark time, with support				
Mark time, without support	27	29	28	34
Alternate feet, with support	29	31	48	48
Alternate feet, without support	31	41	49	55

The term "support" refers to the child's holding to the railing or wall. It will be seen that children who used a superior method on the short flight of steps resorted to an inferior method on the longer flight. The age at which a method was used on the short flight was two to ten months earlier than the age at which the same method was used on the long flight. It will also be seen that descending was more difficult than ascending. Alternating feet appears as a method about a year and a half later in descending than in ascending steps.

*Ascending and Descending Ladders:*—The same conclusions hold for ladders. Ascending the ladder which had the shorter distance between rungs by using the method of alternating the feet but using considerable



caution was accomplished at thirty-eight months, while descending in the same manner was not accomplished until fifty-one months. Ascending the ladder which had longer spacing between rungs by alternating the feet and proceeding with facility was accomplished at forty-seven months, while descending in the same manner was not accomplished until sixty-two months. The accompanying photographs (Figures 1 and 2) show the difference in performance of the same child when ascending and descending a ladder.

**Hopping:**—Hopping on one foot is a more difficult performance than hopping on both feet, and progress in terms of the number of consecutive steps accomplished is slower. After the child is able to do one to three consecutive hops on both feet (thirty-eight months of age), he quickly acquires the ability to do ten or more hops (forty-two months). But when hopping on one foot, although one to three steps are accomplished at approximately three and one-half years of age (forty-three months), ten or more steps are not accomplished until five years of age (sixty months).

Hopping, Steps	Motor Age, Months	
	Both Feet	One Foot
1 to 3	38	43
4 to 6	40	46
7 to 9	41	55
10 or more	42	60

**Skipping:**—There were three distinct stages of progress in attempting to skip:

Stages in Skipping	Motor Age, Months
Shuffle	38
Skip on one foot	43
Alternate feet	60

At five years of age, half of the children had mastered the art of skipping by alternating the feet.



Figure 2. Descending requires more concentration of effort.

**Walking on Path and Circle:**—At the age of three years (thirty-seven months), the children walked along the 10 foot straight path, 1 inch in width, without once stepping off. Completing the circle without stepping off was more difficult, not being accomplished until eight months later (Figure 3).

Steps Off	Motor Age, Months	
	Path	Circle
4 to 6	28	28
1 to 3	31	35
0	37	45

**Jumping:**—Three stages in jumping off a box were differentiated: jumping with help of experimenter, jumping alone with one foot ahead of the other, and jumping alone with feet together. Some of the younger children refused to go off the higher boxes, even

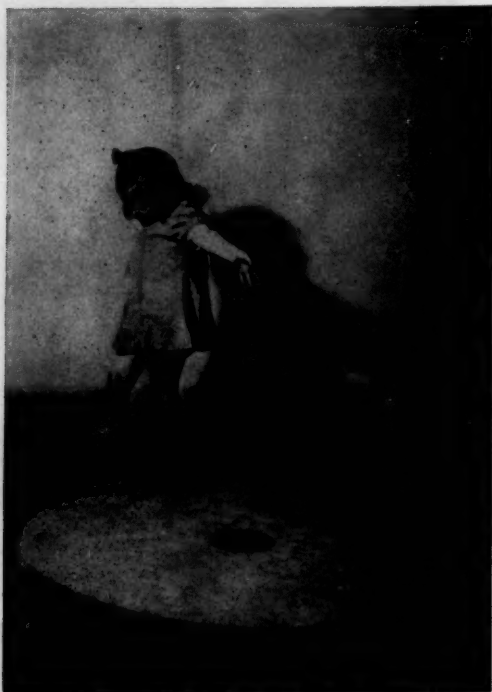


Figure 3. To walk the circular path without stepping off requires good balance.

with help. The children had to be on the average thirty-six months of age before they would jump from a height of 28 inches, even with help, although at twenty-seven months they jumped from a height of 18 inches. When jumping from the higher levels, the children would revert to an inferior method. Although they jumped from the 18 inch box alone with feet together at thirty-seven months, they reverted to an inferior method when jumping from a higher point. At forty-three months they were still proceeding with one foot ahead for the 28 inch jump, and not until forty-six months of age did they apply the method to the 28 inch jump that they had used at thirty-three months of age in the 8 inch jump.

Stages in Jumping	Motor Age, Months			
	8	12	18	28
	Inches	Inches	Inches	Inches
With help			27	36
Alone, one foot ahead		27	31	43
Alone, feet together	33	34	37	46

**Ball Throwing:**—A paper field 17 feet long was marked off at a distance of 3 feet and then by successive 2 foot distances. The experimenter stood at one end of the field and asked the child to throw the ball to her. The distance of the throw was recorded by noting where the ball fell. A center lane 2 feet wide (called Zone 1) was also drawn and several outlying zones 1 foot in width were laid out. It was found that all of the throws landed in Zones 1 and 2, and since those in Zone 2 were largely the result of the children's change from the use of both hands to the superior method of one hand, it was decided to consider only distance in the scoring. Two-thirds of the two-year-old group threw less than 3 feet, and not half of the six-year-olds could throw the entire 17 feet. The smaller ball was thrown a longer distance than the larger ball (about ten months earlier for the same distance). Three to ten months of additional age were needed to accomplish an extra 2 foot distance.

Distance Feet	Motor Age, Months	
	Smaller Ball	Larger Ball
4, 5	30	30
6, 7	33	43
8, 9	44	53
10, 11	52	63
12, 13	57	Above 72
14, 15	65	
16, 17	Above 72	

**Ball Bouncing:**—The same field was used in determining distance of bouncing the balls.

Bouncing the Ball	Distance Feet	Motor Age, Months	
		Smaller Ball	Larger Ball
Both hands	4, 5		46
Both hands	6, 7		65
One hand	1, 2, 3,	27	71
One hand	4, 5	40	Above 72
One hand	6, 7	Above 72	

When bouncing the smaller ball one hand was used, but with the larger ball both hands

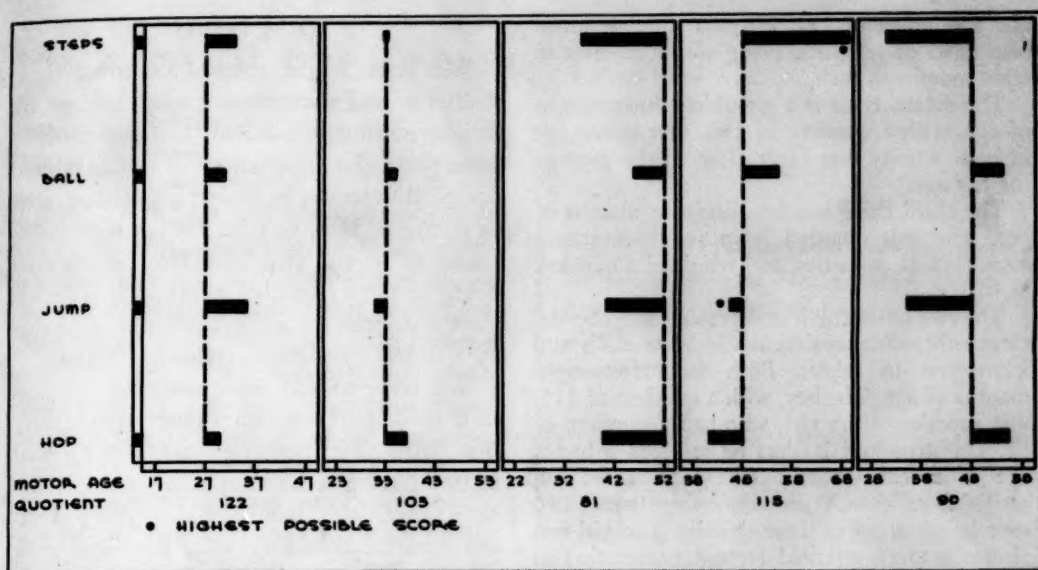


Figure 4. Motor profiles of five children. See text below for explanation.

were used, until about six years of age when an attempt was made with one hand. This change of method resulted in propelling the ball a shorter distance than when both hands were used.

*Catching Balls:*—Method of catching the ball seemed to be an important aspect here, as well as success in catching it.

Method of Catching the Ball	Motor Age, Months	
	Smaller Ball	Larger Ball
Arms straight, success in two or three trials	37	34
Elbows in front of body, failure or success in one trial	38	35
Elbows in front of body, success in two or three trials	50	44
Elbows at side of body, failure or success in one trial	55	51
Elbows at side of body, success in two or three trials		68

In addition, some children used the method of advancing both hands to meet the ball, but the motor age for this was beyond the six year level. A superior method was used with the larger ball than with the smaller ball. At

forty-four months of age children were successful in two out of three trials, holding the elbows in front of the body, but they were not successful when using this method with the smaller ball until fifty months of age.

#### MOTOR QUOTIENTS

From the total score it is possible to find motor age equivalents in the same manner as for separate skills. By dividing a child's motor age by his chronological age, his motor quotient on all of these skills can be determined.

#### MOTOR PROFILES

In the same way, motor ages can be assigned to any combination of skills desired. We have computed them for four such combinations: (1) activities on steps and ladders, (2) ball activities, (3) jumping, (4) hopping, skipping, and walking on path and circle. Profiles can be graphed, showing for each child how much he is retarded or accelerated in each combination. The profiles of five children are shown in Figure 4.

The first child is a boy twenty-seven months of age, with a motor age of thirty-three months

and a quotient of 122. He was superior in all four types of activities, being advanced three to eight months in each.

The second child is a girl thirty-three months of age, with a quotient of 103. Her motor age in each activity was fairly close to the average for her age.

The third child is a boy fifty-two months of age, who was retarded from six to seventeen months in all activities, and who had a quotient of 81.

The two other children represent irregular development, with acceleration in some skills and retardation in others. Both were forty-eight months of age. The boy, with a quotient of 115, was superior to the girl, who had a quotient of 90. On steps and ladders he received a motor age of seventy months (the highest we can assign from data at hand), being twenty-two months advanced in these abilities. The girl was almost as much retarded (seventeen months) as he was accelerated. These two children of exactly the same age were thirty-nine months apart in these activities. In ball activities the two children were almost identical, receiving motor scores of fifty-five and fifty-four months. In jumping, the girl was retarded thirteen months, but the boy made the maximum score. In hopping, skipping, and balance in walking the girl was seven months superior, while the boy was seven months retarded, a difference of fourteen months in performance.

#### CONSISTENCY

Retests given to forty-six children after an interval of one week showed good consistency in performance. The correlation was  $.98 \pm .004$ .

Retests at monthly periods were made by McCann (2), who tested twenty Iowa City preschool children and fifteen emergency nursery school children. The correlations for total score were: at one month interval .94, at two months .93, and at three months .85. Although most children either remained at the same level of ability or moved to a higher stage, there were some individuals who regressed to a lower stage.

#### WHAT NEXT?

We hope to be able to continue these studies to find some reasons why children are so uneven in development. Is it the result of some particular experiences, or is it accounted for by differences in body proportions, size, or strength? How account for the regressions found in several children? How much does being in nursery school affect such abilities? How much can the achievements be improved by a definitely planned training program?

We hope to add more activities, particularly those requiring finer types of coordination, such as in pouring sand, cutting with scissors, tying a bow, opening a door, and similar activities. It may be desirable to work out separate motor ages for boys and girls.

After these problems are answered, we have left the very important question of the value to the child of facility in motor coordination. Does improved motor ability affect in any way his social status in the group, his self-confidence, his work habits, his play preferences, his outlook on life? The development of such a measuring instrument as has been described in this article opens the way to answer these questions.

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# Posture of the Young Child

BILLIE LOUISE CROOK

CAN THE preschool child be judged by adult standards of posture, or is a protruding abdomen, for instance, normal to the two-year-old? Is it possible that poor alignment of body segments naturally becomes more pronounced as the child grows older? Frankly, we can not yet answer our own inquiries, but feel that we are working in a fascinating field of investigation for our further experimentation.

When we began our posture study of two hundred and eight preschool children, we had the first question in mind. Of this number, we selected seventy-six from various age groups for more detailed study. From our results, we raised other questions which can be explained more clearly by a description of our process, equipment and results.

The majority of the children came from homes of university faculty members. The others came from humble homes and a few from a settlement club. The total number of children was divided for study into groups according to sex and age.

Since the silhouettograph or photographic method is the most generally accepted means for studying the antero-posterior posture of all ages, we applied this method in our primary investigation and checked results with a preliminary examination made before the child was undressed.

By reflecting additional light from the ceiling downward upon each child, we were enabled to see the contours of the body and the front of the shoulder joints in the developed film. The additional apparatus, which proved satisfactory after we had standardized our equipment, consisted of the following: a white sheet suspended smoothly about four feet in front of a five hundred watt light, a small stool with drawings of

*What are the implications in this study of posture for the program in physical education for young children? Mrs. Crook is physiotherapy supervisor for the crippled children's division of the State Department of Education of Texas.*

the feet on top to keep the factor of the foot position constant, an ordinary Eastman camera carrying number 116 films placed six feet in front of the sheet, a small bright rug hung at the eye level of a child a few feet in front of the stool, metal numbers pinned to the sheet for the purpose of record keeping, and record cards for each child.

When the child to be photographed entered the examination room, observers took note of his carriage. Next, the examiner tried to gain some idea of the child's posture by passing her hands from his shoulders to his hips. These judgments were recorded. Sometimes two additional judges were present and their judgments were also placed on the record card which included eight points of grading: head, chest, scapulae, back, abdomen, pelvis, knees, and feet.

The child was then undressed and directed to stand on the stool, his feet within the drawings on the top. He was asked to let his hands remain along the lateral aspect of his thighs where the director placed them, and to look at the little bright rug while the director counted one, two, three.

While the child was standing in this position, the examiner recorded the points of posture for purposes of comparison with the silhouette later. After the silhouettes were printed, the pictures were arranged in order from the best to the poorest posture.

General information concerning the child and his family was obtained in as informal a

**Groups I and II**  
**Girls and Boys 2½ Years Old**

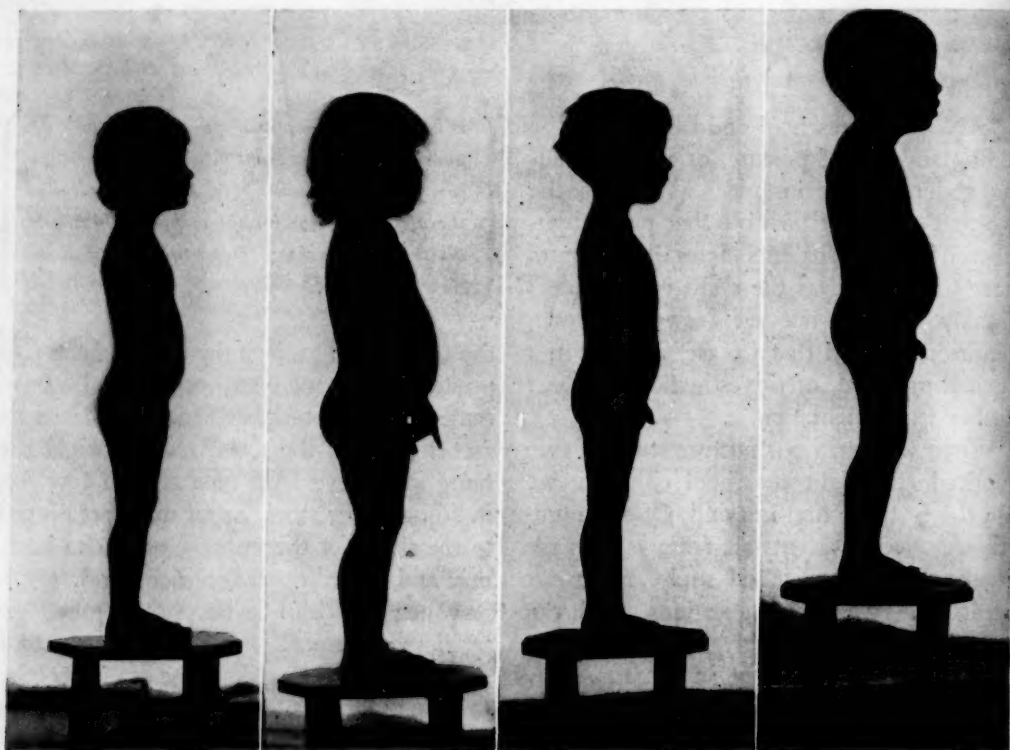


Fig. 1

Fig. 2

Fig. 3

Fig. 4

Figure 1. The best posture found in *all* of the groups of girls. Note that this child came from the youngest group, Group I.

Figure 2. The poorest posture in Group I. Girls 2½ years old. The lordosis may be caused by the assumption of the erect posture. The child tries to maintain correct balance with tight hip flexors pulling against her.

Figure 3. The best posture of all the children in all the groups both boys and girls. Group II. Boys 2½ years old.

Figure 4. The poorest posture in Group II.

manner as possible to determine probable causes of poor carriage. As a rule, the mother volunteered valuable information. One mother voiced the opinion that wearing overalls with too tight shoulder straps might have caused round shoulders. Another mother said, "He has always been round shouldered; it may be because he rides a tricycle and leans over it too much."

"My child had rickets at birth. Would that affect his posture?" another asked. Such information was noted on the record cards.

In studying the entire seventy-six children, we found twelve with really good postures, thirty-six children with very poor, and twenty-eight with average. The best postures were found among the two-year-old children and the worst posture in their group was as good as the average in the other groups.

A protruding abdomen was found to be common to all the children. The findings in more detail are as follows:

Groups I and II (age 2½): Hyperextended knees were not prevalent among the boys or

**Groups III and IV**  
**Girls and Boys 3½ Years Old**

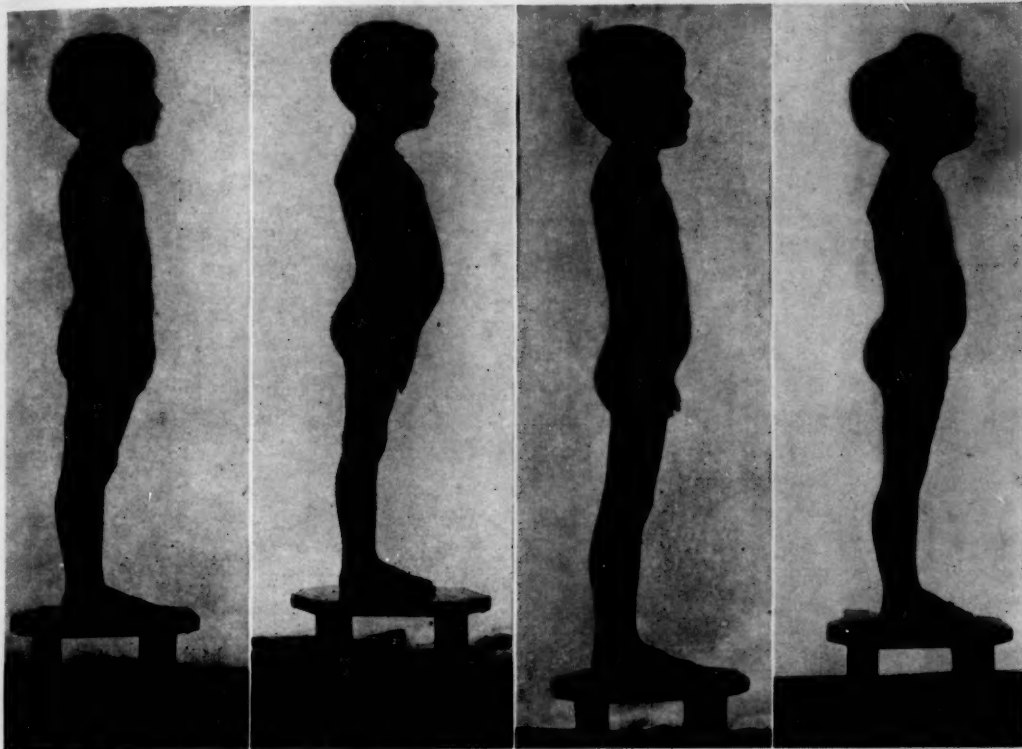


Fig. 5

Fig. 6

Fig. 7

Fig. 8

Figure 5. The best posture found in Group III. Girls 3½ years old.

Figure 6. The poorest posture found in Group III. Girls 3½ years old. Note increasing poor posture of upper back.

Figure 7. Best posture in Group IV. Boys 3½ years old.

Figure 8. Poor posture from Group IV. Boys 3½ years old. Note increasing curves of upper back, winged scapulae and forward head.

girls and ninety per cent of these children stood with the knees in good position. Hollow backs were not so common as they were in other groups. The abdomen protruded in about fifty per cent of the cases, but this condition was not accompanied by generally poor bodily mechanics. Fewer heads were forward in this group than in others. Only ten per cent of the cases showed really prominent scapulae. The best posture of the total number of forty girls was found in this division. The best specimen of posture of the thirty-six boys was also found in this division.

Groups III and IV (age 3½): Eighty per cent of the boys and girls had hyperextended

knees, thus throwing the entire body out of line and causing a train of maladjustments as a result. Protruding abdomens were accompanied by hollow backs. Scapulae began to be prominent at this age. Fifty per cent of the children in this division showed all these faults.

Groups V and VI (age 4½): The children of this group were taller and thinner than the other children. Scapulae were prominent in every case. In the four and a half year old group the prominent abdomen accompanied the hollow back, hyperextended knees and round shoulders. Only ten per cent of these children had good posture, and the poorest posture of the forty girls was found in this group.

**Groups V and VI**  
**Girls and Boys 4½ Years Old**

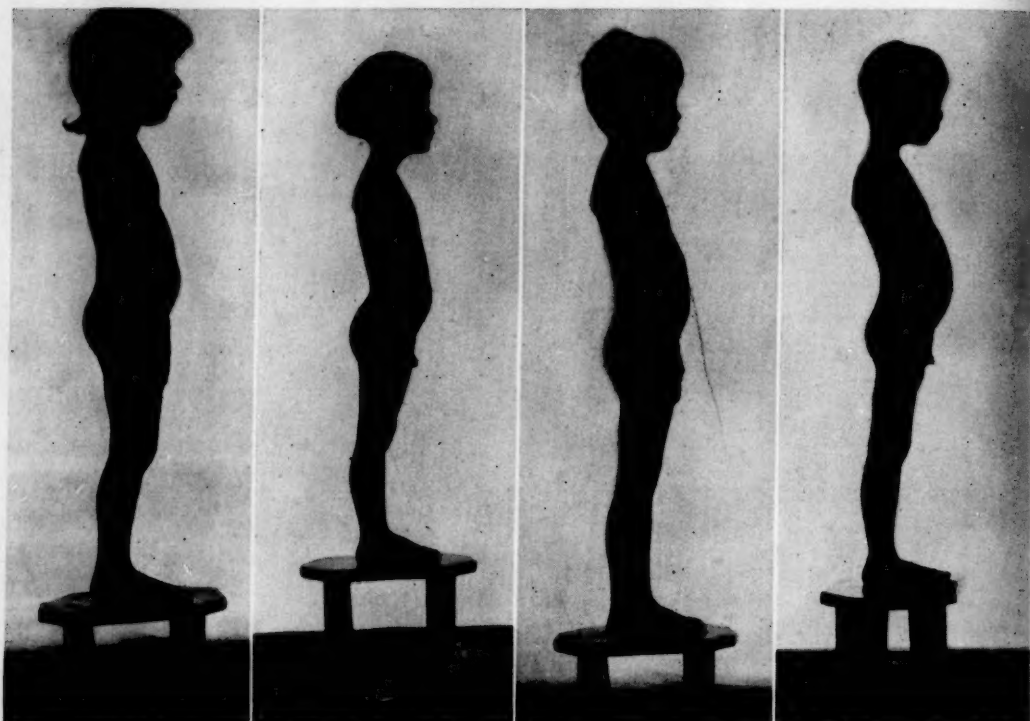


Fig. 9

Fig. 10

Fig. 11

Fig. 12

Figure 9. The best posture in Group V. Girls 4½ years.

Figure 10. The poorest posture in Group V. Girls 4½ years old. The poorest posture found among all the girls of all the groups. Note especially the back-knees, lordosis, winged scapulae, and forward head.

Figure 11. The best posture found in Group VI. Boys 4½ years old.

Figure 12. The poorest posture found in Group VI. Boys 4½ years old. This is probably the poorest posture of the entire study.

To summarize points of contrast, we might say:

The head of the two-year-old child is still erect. The head of the three- to five-year-old is usually forward.

The scapulae of the two-year-old lie flat on his back. The scapulae of the three- to five-year-old are usually winged.

At two years the sacral angle is very slight; at three to five it is increasing markedly.

The abdomen of the two-year-old is prominent, but not often accompanied by other postural faults.

The prominent abdomen of the three- to five-year-old is accompanied by other postural faults.

The knees of the two-year-old are held easily and normally; the knees of the three- to five-year-old are usually pushed back or hyper-extended to maintain the balance of the protruding abdomen.

It is impossible to judge posture while the child is clothed.

The questions, therefore, which we have raised as a result of our study of these seventy-six children are:

Do the majority of preschool children need correction for postural defects, or are the standards of grading at fault?

May we say that the prominent abdomen has helped to cause a sagging of the child's muscles and a consequent slumping of the entire body



into the position of hollow back and round shoulders? With supervision and exercise, could the child be helped to maintain the more erect carriage of the two-year-old as he grows into the three- and four-year levels?

Is it true that the child has begun to move on two feet as an erect figure by the age of two to two and one half years, and then because he is not assisted in maintaining this erect posture, begins to acquire a faulty adjustment of segments? From our study the indication seems to be that the poor alignment becomes more pronounced as the child grows older. Would careful training in exercise or play be helpful in preventing this fault?

Or, on the other hand, may we assume from the results of our study that the protruding abdomen is a normal posture of the two-year-old child but a possible postural fault of the three- and four-year-old child?

We might venture to suggest a logical answer to these questions which we hope the findings of other investigators will substantiate. We feel that we need to give more study to the problem before we dare to decree that thus-and-so must of necessity be true. We might consider the rounded and slightly protruding abdomen accompanied by a more or less hollow back of the two and a half year old child as normal posture. According to well-known authorities on body mechanics, the child begins life as a quadruped and becomes a biped when he learns to walk. The hip flexors, therefore, are tight or contracted because of this early position of crawling. The effort to stand erect with tight hip flexors results in a hollow back and a protruding abdomen. The pelvis is tipped downward in front. No other postural defects are noticed as yet because the strain has not become noticeable in other parts of the body.

The effort to maintain balance by throwing the shoulders backward throws other parts of the body out of alignment at the same time. A strain is put upon the knees. The ham strings (knee flexors) should tip the back of the pelvis down, thus helping to

maintain a correct pelvic tilt. When the knees are forced back in an effort to maintain balance with the tight hip flexors, the ham strings may stretch and become longer. The knees then go into this back-knee or hyper-extended position and the tension on the back of the pelvis is lessened. The pelvic tilt then becomes worse instead of better, the front of the pelvis dips more and more as the ham strings stretch and become more weakened. As a result, the back becomes more hollow and the abdomen more protruding.

Eventually this compensatory maladjustment reaches the upper back because the child brings his head forward to preserve his balance. From this there develops the round shoulders and forward head which complete the picture of very poor posture of the four-year-old child.

The question now resolves itself into this one problem: Can we prevent the development of these postural faults of the four-year-old by starting with the child when he begins to walk? Could we not teach him to walk without thrusting his knees backward? Could we help him to relax his tight hip flexors by exercise and games directed toward this end? Could we teach him to keep his weight forward and avoid the stretching strain put on the ham strings by a back-knee position?

If we can teach these things to the child, we can teach him to maintain a correct pelvic tilt. When he can maintain a correct pelvic tilt, he has corrected the tendency toward lordosis and protruding abdomen with the consequent development of compensatory curves above that region. We believe it is worth trying.

We believe that training in proper body mechanics can not be begun too early in life. The formation of good postural habits, like the formation of other habits associated with the learning processes, may be most easily established during the impressionable preschool years.

# Meeting Some of the Play Needs of Young Children

ELINOR M. BROWN AND ESTHER R. MASON

SOMETIME ago we began to feel a growing need in our nursery school for provision for a type of play not possible on our play roof or in our play room. Both those spaces for play are rectangular with no nooks and corners where the children can withdraw for solitary play. Rather, these play places were tending to encourage a large, active group play into which all of the children were drawn, directly or indirectly.

We in the nursery schools have been inclined to emphasize, and rightly, too, the value of play in a group, but we have emphasized it sometimes to the point of overlooking the importance and possibilities of play alone or play with one other child, as preparation for the later group play. It would seem, on the surface, that children have an opportunity for that type of play at home. But do they? In how many homes does the child of nursery school age have a play room, or play yard, or place to play, without interruption, without an adult to make comments, give directions or to take them from the child?

In play alone children learn to find possibilities in the equipment; they have time to play in a constructive way without being distracted by others; they learn to depend upon themselves; after the experience they are better able to enter a group, to play with others, and to be a contributing member of the group. The adult who has developed resources within himself can be happy and well occupied, alone, as well as with others, and he has within himself possibilities for good use of his leisure time.

The need we felt—to provide for something that was lacking in our play situation—was not well-defined at first, but when we

*Miss Brown and Miss Mason, Nursery School Teachers at Temple University, describe a unique solution of the problem of providing a quiet play space in which children can play alone. They cite specific cases in which they feel the children benefited greatly from this form of isolation and state that "after a child has learned to enjoy play by himself, he seems more ready for play in a group."*

had equipped a small fire-escape balcony which was covered and opened only to the east so that it was usable in almost any weather, we were to learn a great deal through its use and to become more and more convinced of our need for just this facility. It meets such a variety of needs in so many different ways and gives such excellent opportunities for the study of individual children that we consider our "little roof" a very important part of our nursery school.

The first year Harry was with us he was quickly overstimulated by the group. In his excitement he continually hit and attacked the other children and interfered with their play. In his overstimulated state he could not be expected to control his behavior.

He was daily given the opportunity to play entirely alone on the balcony. He stayed only five minutes at first, because, of course, he did not especially like this separation from the group. The time was increased to about twenty minutes, as he became more content by himself, as his interest in the play materials out there became greater. Some mornings he had two such play times. He returned to the group a more calm and controlled child, more ready and able to join the group as a socially acceptable member, and the time he was able to remain so, gradually increased.

While he was on the balcony his abilities with play materials also were developing. He continued intermittently to show this need to be away from the group, during the two and a half years he was with us. The last year he became aggressive and self-assured to the point of tending to lead almost the whole group all the time he was with it.

By spending some time on the balcony with a bigger, aggressive child he had the life experience of meeting an equal and superior. The second child benefited, too, as he was apt, in the group, to follow the rest in following Harry. Also, other potential leaders in the group had the chance to develop their abilities through experience, while Harry was away from the group.

Ann, if left anywhere to play alone, always said, "What shall I play with?" or "What shall I do?" She had an unusual ability for thinking of things for the other children to do or of things to do with other children. But, when faced with materials alone, or when other children were busily absorbed in something like block-building, she stood aside, seemed perturbed and at a loss, apparently feeling inadequate. In her play times alone, we commenced to see a change in Ann, as her interest in managing children and molding them to her will began to find some satisfactions in managing play materials and adapting them to her own use.

Bradford had had definite play patterns set for him at home and had been given definite ideas of a "right" and "wrong" way to use materials. He stood apart and called other children "bad" because they did not play exactly as he had been taught to play. When he played alone on the balcony, he enjoyed a freedom he had never before experienced. As a result of the previous limits set to his play, he was inclined to be destructive. He found an outlet for his pent-up resentment in throwing the sand and blocks all over the balcony. This he could be allowed to do because he was all alone out there. At the same time, he was given fre-

quent adult assurance that he was still a "good" boy. He seemed to need to go through this destructive phase before he could build up an interest in constructive play on his own level. The releasing of his resentment also released his energies to constructive activities. He returned to the group a more relaxed child.

When he began to grow out of the destructive phase, he was given one other child to play with. Different children joined him on different days. After a time, when he returned to group play, instead of standing apart as he had done formerly, he stayed for a short time with the child with whom he had played on the balcony, thus gradually entering the play of other children. Toward the end of the year, Bradford could enter the group and cooperate happily with them and make good use of the play materials, without the preliminary balcony play.

Play with one other child we have found to be helpful to shy and timid children—children quite overwhelmed by the group, children who back away at the approach of other children. Alone with one other friendly child, shy John was quite certain to find him interesting and to forget a little of his own shyness. It seemed best for him to play with the same child each time. There was slowly built up a bond of friendship, which began to carry over to others in the group.

Play on the balcony is made as attractive as possible in order to avoid any feeling of isolation. Play equipment which is especially popular or which the children have less opportunity to use—new play things, toys it is considered a treat to play with—are put out there. According to the needs of individual children, their play times on the balcony were begun with the door left ajar, or an adult remained with the child, usually busying herself with reading or note-taking, or a child played there with other children first and built up a pleasant feeling toward the place before he was expected to play there alone.

*(Continued on page 334)*





Taylor School, Cleveland, Ohio

## Experimenting with Games

LOUISE KENT HALE

WHAT games shall be included in the course of study for the kindergarten, first, second and third grades? Curriculum making and revision seem to be very popular activities of those who are interested in modern education today. Successful research and practice in the academic subjects have been carried on for many years so that committees preparing courses of study in these fields have been guided by the findings which have resulted. Physical education for young children has no such background of research and practice. This lack may be due to the fact that universities and colleges have placed greater emphasis upon the training of special physi-

*What do you think of the plan for building a game program as outlined here by Miss Hale, Supervisor of Physical Education in the Elementary Schools of Cleveland Heights, Ohio? Miss Hale states that she will welcome criticisms and suggestions from the readers of Childhood Education as to more effective ways of building such a program.*

cal education teachers for the junior and senior high schools and college levels rather than for the lower age groups. The change from the formal to the natural play program in the lower grades has also had its effect. Consequently, there is a scarcity of materials



and tested activities for the littlest ones.

Most progressive school systems provide for supervision, at least, of the play activities of the lower grades, but teachers need a workable guide for this special field. Since games play so large a part in the modern program, they must be chosen carefully so that they meet the needs of the children. There are at least five ways to select games for the physical education curriculum:

Select the outstanding courses of study and choose games by the frequency of their appearance in the various grades.

Consider the authors' judgments in games and grade placements as found in the best game books.

Secure the opinions of experts in the field regarding games.

Get the opinions of teachers in the local system concerning successful games.

*Ask the children* to give their preferences.

In 1930, after three years of work, the Cleveland Heights Board of Education published our present course of study in physical education for the kindergarten through the sixth grade. A committee of twenty-three teachers with the supervisor consulted courses of study, read game books, asked the opinions of experts and teachers but did not *ask the children* to state their preferences. Instead, the committee chose what seemed to be the best games, judged their popularity from the enthusiasm shown by the children, and straightway included "their" choices in the reference lists. In many cases the selections were wise.

Last spring, however, when our superintendent gave us an opportunity to revise the curriculum, we decided upon a major operation on the game section.<sup>1</sup> The plan includes a critical analysis of games from every available source. A criteria chart listing the physiological, psychological and sociological characteristics is to be our guide for choosing the

best games. To avoid doubt as to their meanings, we have reduced these criteria to the least common denominators. Each of these has been subjectively evaluated by the committee and other teachers and their values set at 5-4-3-2-1. These criteria with their values include:

Does the game include running (4), walking (1), skipping (3), or hopping? (2)

Does it involve eye-hand (5), eye-foot (3) coordination?

Does it involve the skills of tossing or throwing (4), batting (5), pitching (2), catching? (5)

Is it a good out-door (5), gymnasium (5), or classroom game? (5)

Is it of sufficient interest to play frequently? (4)

Is there a long span of interest in the game? (5)

Does it give opportunity for developing leadership? (5) Followership? (3) Initiative? (4)

Does it require quick decisions and good judgment? (5)

Does it require accurate response to the rules of the game? (3)

Does it permit each child to have a turn? (5)

Can the game proceed with a minimum of teacher direction? (5)

Does it give opportunity for dramatic play? (3)

Is it a team game? (3) Can it be played in squads? (5)

Does it penalize players by putting them on the sidelines? (5)

Is it conducive to good posture? (5)

Do the rules afford an opportunity for cheating? (5)

After the games have been evaluated, directions for playing those rating high will be given to all teachers. When the children have played them enough to decide upon their popularity, game lists for each grade will be compiled.

Work on the games is being further motivated by having the children use their English periods to write directions for playing them. This material will be compiled into game monographs for each grade and each school. Only the best copies will be included. The first grades will compose their directions on their reading charts. The following are directions written by two third graders:

(Continued on page 332)

<sup>1</sup> Some of the games analyzed included: Kindergarten—Midnight, Simple Dodge; Grade I—Squirrel in the Tree, Run for Your Supper; Grade II—Simple Relay, Queen Dido; Grade III—Hallowe'en Witch, Kick Over the Ball, Number Relay.

# TEXAS A.C.E. CONVENTION CHAIRMEN

*San Antonio, Texas*  
MARCH 30 · APRIL 3 · 1937



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EDUCATION LUNCHEON



Lucy Claire Hoard  
GENERAL CHAIRMAN



Mrs. Cora M. Martin  
TEXAS NIGHT PROGRAM



Aline Rather  
EDUCATIONAL  
EXHIBITS



Elma A. Neal  
HEADQUARTERS  
COMMITTEE



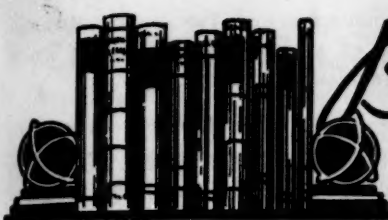
Hope Wilder  
PUBLICITY, A.C.E. BOOTH



Florence Whitman  
ANNUAL DINNER

IN ADDITION to the seven chairmen shown here, there is Mrs. Preston H. Dial, chairman of finance and hospitality, whose photograph appeared in the February issue; Inez Foster, local chairman of the study classes; Mrs. Griesenbeck and Lucy Banks, music; Annie Higgins and Marguerite Robinson, transportation; Elsie Jordt, information and housing; Ruth Moynahan, dinner and luncheon tickets; Mrs. Opal Sasser, registration; Eileen Saunders, ushers, and Ollie Storm, school visiting. Erin Stubblefield is assisting Florence Whitman with the annual dinner.

Preliminary programs are available for those who wish further information concerning the convention, at the Association for Childhood Education, 1201 Sixteenth Street Northwest, Washington, D.C.



# Book REVIEWS

Editor, ALICE TEMPLE

**NURSERY SCHOOL AND PARENT EDUCATION IN SOVIET RUSSIA.** By Vera Fediaevsky and Patty Smith Hill. New York: E. P. Dutton and Company, 1936. Pp. xxii + 265. \$2.50.

Many of us here in America have heard enough about what the new Russia is doing for the welfare of young children and their mothers to be eager to learn more. Here is our opportunity: a book written by one who has for years devoted herself to the cause of childhood in Russia, with an introduction by an outstanding leader in childhood education in our own country. Indeed, it was due to Miss Hill's urging and subsequent encouragement and help that this very interesting and complete account of nursery and parent education in the U.S.S.R. was not only written, but written in English.

Madame Fediaevsky explains that under the Soviet government women are required to work eight hours a day as are men. This necessitates special provision for the care of women workers before their children are born and for the infants themselves, subsequently. Hence, every working woman is released on full pay for from twelve to sixteen weeks, both before and after her child is born, but must then return to work. The baby, up to three years of age, is taken care of in a crèche of one kind or another while the mother may receive advice and help in a "consultation center" or clinic.

Adjacent to every factory is one of these crèches where children are kept during the working hours of the mother, be they day or night hours. The infants are given daily medical inspection and medical care when necessary; they are bathed, fed, given naps and provided with the play equipment and expert guidance characteristic of a superior nursery school.

These crèches are to be found in rural districts also. Especially interesting and unique is the arrangement for the workers on the huge

communal farms. Here vans or trucks equipped with twenty cots each move about carrying every nursing baby to his mother at feeding time. Furthermore, for a mother who must of necessity go to the city sometimes and take her baby with her, there are, in the large stations, nurseries where the babies may be cared for while the mother is doing her errands.

The detailed description of these two institutions, crèche and consultation center, gives the reader a most vivid and impressive picture of the states' program for the conservation of child life—a program not even approached, it would seem, in any other country.

A highly important part of the whole enterprise is the scientific research which is being carried on in connection with it. This follows four main lines: (1) the scientific planning of each type of nursery institution in relation to the specific needs of mothers and children in each locality; (2) the investigation of the efficiency of these crèches as they function; (3) the study of the growth of normal and abnormal children under three years of age, as found in these nurseries; (4) the study of the diet and equipment for the nursery or crèche.

No one interested in the welfare of young children should fail to read this account of a remarkably fine piece of work being done by the new Russia—the ultimate goal of which is "to reach one hundred per cent of the children of nursery age, and to provide adequate, intelligent care in nursery institutions." (p. 218)—A. T.

**GUIDANCE AND READING SERIES.** By Grace E. Storm. Chicago: Lyons and Carnahan Company, 1936.

The teacher in search of colorful, interesting, well-planned books to stimulate and perpetuate reading interest should examine this new series by Grace E. Storm. The pre-primer, *Nip and Tuck*, is filled with active, lively pictures in clear



brilliant colors, and the vocabulary is so graded that the maximum number of new words per page is two. *Bob and Judy*, the primer, is based on delightful childlike experiences centered about home, school and, to a large extent, the immediate community. Increase in difficulty with regard to vocabulary, number of lines on the page and length of reading unit is very gradual. *Good Times Together*, the first reader, is well named for the wide range of appealing, childlike activities which presents a sufficient variety of interests to clarify and enlarge upon the experiences of both the city and country child, a very commendable feature.

In the second reader, *Friends About Us*, the author has selected vital, interesting material with the idea of enlarging and enriching still further the pupils' understanding of their environment. The reading units are informational and yet childlike. In *Neighbors and Helpers*, the third reader, one is immediately struck with the convincing content. Many units on aspects of science are presented as well as information about children in other lands, thus leading to broader social understandings at this age level. The illustrations are authentic pictures of actual incidents.

Miss Storm's recognized contributions in the field of the social studies are evident throughout the series. The content follows closely the interests of young children and develops the units usually included in social studies for the primary grades.

The entire set will also serve as attractive library books, for the volumes are not labeled as to grade and may therefore be used with children who need a wide range of simple materials for remedial work.—Ellen M. Olson, Chicago Normal College.

#### NOTES ON PUBLICATIONS RECEIVED

**CHILD LIFE ARITHMETICS.** By Clifford Woody, Frederick S. Breed and James R. Overman. Chicago: Lyons and Carnahan, 1936.

A new series of textbooks in arithmetic for Grades III to VIII inclusive, by three specialists in the field. The books are characterized, among other things, by "the upward gradation of certain major topics; the use of relatively small units with their pleasant variety, page unity, and

short attention span; . . . (and) the systematic introduction of arithmetical processes in social situations familiar to children."

**NEW TREND ARITHMETIC: THIRD YEAR. FOURTH YEAR** By Harry O. Gillet, Thomas J. Durell and Fletcher Durell. New York: Charles E. Merrill Company, 1936.

These are two of the four books of a series by the authors of an earlier well-known set of texts in arithmetic. The new trend includes certain "departures from earlier courses; (1) an adjusted grade placement of topics and sub-topics in terms of the necessary mental maturity, (2) a longer time span between the easier and the harder parts of a process, (3) a richer experimental background of meanings and a better mastery of antecedent skills, (4) the analysis of each topic and subtopic in accord with the psychology of learning, (5) a reasonable, practical, and consistent set of procedures in cultivating abilities in solving verbal problems, and (6) an insistence that the arithmetic of the school shall not be isolated from life out of school." (p. iii)

**THE GROCERY MAN.** By Janet Wolf and Margaret Cook Holmes. New York: Noble and Noble, 1936. Pp. 34.

This little book is a compilation of chart reading units developed by a first grade class and their teacher, Miss Wolf, in a New York public school. All of the material is the outgrowth of the children's experiences in visiting the grocery store, making a store in school, playing store and acquiring interesting information about the growing and marketing of fruits and vegetables. Other children will enjoy this book, especially after they have had similar experiences. It offers suggestions to first grade teachers for helping their children create reading material based on their particular social and natural science projects.

**FROM MORNING TILL NIGHT. HAPPY DAYS.** By W. W. Charters, Dean F. Smiley, and Ruth M. Strang. New York: The Macmillan Company, 1936. \$.60 each.

These are health readers for first and second grades respectively. Both are attractively illustrated, the first by Corinne Pauli Waterall, the second by Kate Seredy.



**CITY FRIENDS.** By Blanche J. Dearborn. New York: The Macmillan Company, 1936. \$.72.

A social science reader for Grade III. A country bred boy, visiting in the city, makes first-hand acquaintances with a department store, the park zoo, the fire department in action, city traffic, the organ man with his monkey, and numerous other new and exciting things.

#### BOOKS FOR CHILDREN

Reviewed by MAY HILL ARBUTHNOT

**TALES FROM GRIMM.** Translated and illustrated by Wanda Gag. New York: Coward-McCann, Inc. 1936. Pp. 237. \$1.50.

Why should there be another edition of Grimm? Perhaps just because this generation is fortunate enough to possess a Wanda Gag. She has a feeling for folk tales that is as true and fresh as her feeling for line and mass.

She has retold sixteen *Tales From Grimm* and made them so vivid and lively, the reader feels as if he had always known them in this form. Other versions seem tame by comparison. Miss Gag uses words as she uses her lines with inimitable drollery and with tenderness and beauty, too.

Such old favorites are here as *Hänsel and Gretel*, *Bremen Musicians*, *The Fisherman and His Wife*. Other excellent stories that are less familiar are, *The Six Servants*, *The Dragon and His Grandmother*, *Spindle, Shuttle and Needle*. Of course, the book omits some of our favorites but perhaps we should not complain, so perfect are the pictures and the text of these sixteen tales!

**TALES FROM A FINNISH TUPA.** By Dr. James Cloyd Bowman, Margery Bianco and Aili Kolehmainen. Pictures by Laura Bannon. Chicago: Albert Whitman and Company, 1936. Pp. 273. \$2.50.

Here is a scholarly addition to authentic folk literature, beautifully translated, with beast tales, romances, adventures, and drolls to give variety. The illustrations, both in color and black and white, are so humorous, fantastic and unusual that they keep the reader searching for the text that explains the picture.

These are strange stories full of magic words, which the editor explains are characteristic of

the Finnish people. "My heart to you, yours to me," says the Sea God and straightway, the maiden is compelled to love him. There are many examples of charms by words.

The tales also convey some of the magic of that northern country with its icy mountains, sea caverns, deep forests, and green fields. The stories are full of live creatures, too. A sword fish advises the Sea God; the fox, the wolf and the reindeer are welcome at the King's table; a titmouse helps Lippo and in the tupa of the Forest God, Lippo sees the lovely daughter of the God sitting by the fire with a fox in her arms.

Students of folk lore will find this an important book. Children from about the third grade on, cannot fail to enjoy the stories and to feel, besides, something of the mystery, beauty, and wisdom of these tales.

**TALES OF TROY AND GREECE.** By Andrew Lang. Illustrated by H. J. Ford. New York: Longmans, Green and Company, 1936. Pp. 333. \$2.00.

Here is a new and welcome edition of that standard classic by Andrew Lang, *Tales of Troy and Greece*. Many adaptations of these tales have been made but for clarity, excellent English and vigorous story telling, this version remains unsurpassed.

The pen and ink drawings of H. J. Ford are so unforgettably dramatic and lovely that no other illustrations ever seem to suit the text quite so well. Stories and pictures together make this a fine book for older children to read and to own. It is also a fine book for the use of teachers who are introducing younger children to Ulysses, Theseus, Perseus and the others for the first time.

**DO YOU KNOW ABOUT FISHES.** By Janet Smalley. New York: William Morrow Company, 1936. Pp. 45. \$1.25.

Here is another *Do You Know* book for the young child's science library. Miss Smalley has succeeded in making these creatures of the sea alive and interesting. Her pictures are vivid, her text simple but challenging. Children who can visit aquariums, or who live on our sea coast will of course like the book especially, but any child would enjoy it.



Editor, GRACE M. STAFFORD

# Among... THE MAGAZINES

The magazine reviews for the April issue are to be prepared by the students of Mrs. Cora M. Martin, Professor of Elementary Education at the University of Texas.

"—IN CORPORE SANO." *Progressive Education*, January, 1937.

This issue of *Progressive Education* presents a variety of aspects of health and physical education with the emphasis on the aspects of health. The trend of the material, all of which is well worth reading in its entirety, is outlined here.

"Healths and Health" by Jay B. Nash. "The attempt to make the child 'health conscious' has turned out to be one of our schools' most unwholesome procedures."

"Child Health as an Administrative Responsibility" by Sally Lucas Jean. "The attitude of the chief school official is probably the most important single factor in the development and maintenance of an efficient school health program."

"Lighting the Lamp of Learning" by Winifred Hathaway gives practical suggestions for conserving the vision of school children.

"A Dynamic Conception of Posture" by Henry H. Drewry. "If we think of 'correct posture' as something static or fixed we are likely to be misled into methods which do not serve the purpose for which they were intended."

"Problems of Normal Development" by T. Wingate Todd develops the theme that the healthy child of sound mind has been left out of consideration and needs attention. (See Anne Whitney's review of this article in the February issue of *Childhood Education*.)

"The Art and Science of Rest and Relaxation" by Max Seham shows the place of relaxation in therapeutics.

"Health After a Fashion" by Pauline B. Williamson and Frances M. Foster traces the course of fashion and shows it has affected health teaching and needs.

"Visualizing Health Education Through Art" by Jane B. Welling and Laurentine B. Collins describes a joint project of the art and health education departments in preparing and exhibiting a graphic display of the activities in health education.

"A New Place for the Physical Examination" by Jane Foster describes a departure from the too common en masse physical examination of college women by which a highly individualized knowledge of all students' health conditions can be obtained.

"Meeting the Problems of Personal Grooming" by Myra Jervey tells, also, of an out-of-the-ordinary venture with girls of college age.—G.M.S.

THE PROGRAM OF GAMES FOR VERY YOUNG CHILDREN. By *Jamina Adamczyk*. *Recreation*. September, 1936.

Games are one means of developing children and much thought should be given to the selection of them. They should be so arranged for presentation that they develop in an orderly fashion the mental, physical and social characteristics valuable to the players. The author of this article feels that a child should be allowed to observe others playing if he is not the type which can readily become a member of a group, but states that the time for remaining passive should be reduced to a minimum.

Fundamentally, most of the child's games require only primary skills and because of this a large and varied collection of games should be available for every possible skill that the young child may have. Later skills combine and merge, become more elaborate and, in many cases, develop a child into a lover of out-door sports.

The social aspect of the selection of partners for little children is a very vital one and should be carefully guided by the teacher. Care should be taken to give turns to all children. Simple, interesting games are described and arranged under three headings: games of the sensory-motor field, observation games, and coordination games.—Isabella E. Brown, Instructor in Physical Education, Lew Wallace School, Gary, Indiana.

**HOW EFFECTIVE IS OUR EDUCATION FOR LEISURE?** *By Hedley S. Dimock. Recreation, December, 1936.*

One of the most effective social studies of any group of human beings, regardless of age, could be made by investigating how much leisure time is at their disposal and in what way that time is utilized. It is very essential that each individual feel that he belongs in some social group and that he makes some valuable contribution to it. Only thus can he be enabled to be truly creative in his modes of self-expression.

Some of the more highly organized games have a tendency to over-stimulate individuals. Leaders of games must guard against this, particularly in the case of younger children. In all activities care must be taken to motivate individuals by the activity itself and not by the qualification for awards.

More valuable and richer than the activity itself are the associate learnings which contribute mastery in social poise. Social recognition can be gained by generous participation in any activity. The encouragement to start new things and still to continue the old is valuable in many other fields as well as that of recreation. The acquisition of good taste in the use of the resources of the community in art, music, and other leisure time pursuits is desirable. We must still have a place on the program for the "safety valve" theory. Alert and wisely applied leadership is necessary in the carrying over of the activities which lead on to desirable experiences seemingly remote from the activity itself.

Dr. Dimock's questions point out characteristics of an adequate program of education for leisure:

Are the interests or activities engaged in capable of persisting on the adult level?

Is the interest of the individual in the activity or experience itself?

Does the individual secure from the activities a sense of progress, mastery, success, and achievement?

Does the individual secure encouragement, social recognition, and approval through his participation in the activity?

Does the person have a sense of belonging to and being important in a social group?

Is there a distribution of experiences among physical, aesthetic, intellectual, and social types of leisure pursuits?

Do some of the interests or activities give an opportunity for a creative expression of the self?

Are the activities healthful?

Is the person developing a variety of interests and resources which will fit him to meet all types of situations readily?

Are individual differences in interest, aptitude, age and capacity recognized and provided for?

Does the activity lead the person into a richer context of meaning?

Are resources being developed within the individual for active and self-propelled leisure enterprises?

Is the individual encouraged to start some new things as well as to continue those things in which he is now competent?

Is the individual learning to appraise and to appropriate wisely the resources in his community for a fruitful use of leisure?

Do some of the activities provide the individual with genuine emotional release?

Does the activity make the individual a more sensitive and intelligent participant in the task of creating a better social order?—Isabella E. Brown.

**THE FUNCTION OF PHYSICAL EDUCATION IN THE GROWTH PROCESSES OF CHILDREN.** *By George F. Arps. Journal of Health and Physical Education, September, 1936.*

Mr. Arps feels strongly that the normal growth of the child is of vital importance and issues a challenge to the physical educator and to the future of physical education. He predicts that the physical educator of the future will occupy a position in the field of health second only to the physician.

Primarily, physical education develops physical and intellectual vigor by making actual the potential integrity of the growing organism. It also defeats or corrects growth distortions arising



ing either from hereditary or environmental shortcomings. To contend that all psychological, social, and physical ill effects which restrict the bodily movements of children can be remedied in the physical education department with the school doctor, psychologist and nurse as consultants is to place a great responsibility on that one department. Mr. Arps maintains that more failures in academic work are attributable to bodily disturbances than to lack of intelligence.

In order to adjust the growing child to the rapid pace of living, it is obvious that every teacher making contacts with the child should be aware of those environmental influences that restrict normal development. The confinement of small children for long periods of time in crowded classrooms, evidence of improper nourishment, lack of sleep, and a hundred other forms of mistreatment of children are to be found that interfere with the normal metabolic growth rate.

The task of physical education is, therefore, not only to detect these conditions, but to adapt to the needs of the individual the appropriate exercises, sports, or gymnastics as these needs are indicated in the findings of the sciences of physiology, psychology, and allied disciplines.

That physical education plays no small role in the field of health is apparent. That it cannot be satisfied to limit its scope to games of the mass type for large numbers is equally apparent if it is to maintain the physical growth balance through an understanding of the metabolic changes in bodily tissues on the one hand, and an emotional balance through an understanding of the causes of functional disorders on the other.

To minister intelligently to the all-round development of the child shall be regarded as the future of the physical educator.—Helen West, Physical Education Instructor, Froebel School, Gary, Indiana.

## Experimenting with Games

(Continued from page 325)

### The Hallowe'en Witch

We went to the gym for a Hallowe'en party. One of the boys wore his sister's rain cape. He had a pointed hat. He stood in the circle. He said, "I am the witch and I am going to change you into things when I hit my stick."

We sat in a circle and the witch rode as fast as anything and stopped and pounded "her" stick three times. She yelled, "I change you into CATS." We meowed and ran like cats. Then she pounded her stick again. If we did not get back real fast, she pushed our toes with her stick. We laughed and some of the girls squealed.

We rolled up and whirled around when she said, "Pumpkins." We played ghosts and bats and mice. The game was lots of fun, but we were tired after the party.—Joan.

### Balloon Battle

This is the most fun. We roll newspapers and make bats. Then we blow up penny balloons. The balloons are tied on our backs. Two boys play it best because they are not afraid of swatting the other boy. When the whistle blows, we start. We try to break the other boy's balloon and he does, too. We have to step lively. When our balloon breaks, we sit down. The last two decide the winners. I like this game. I was the winner.—Curtis.

Child-written, child-directed, and child-chosen games surely lead the way to better play leadership. If we use our criteria to guide us toward the best choice in games and if we ask the children for their opinions occasionally, we cannot go far afield.



Editor, JOHN A. HOCKETT



# Research.. ABSTRACTS

**READING READINESS—A PROGNOSTIC STUDY.** By Wendell William Wright. *Bulletin of the School of Education, Indiana University, Bloomington, Indiana. Volume 12, No. 3, June, 1936.*

This study is concerned with predicting success in beginning reading. Five measures were used: (1) The Metropolitan Reading Readiness Test, (2) The Lee-Clark Reading Readiness Test, (3) The Detroit First Grade Intelligence Test, (4) a rating scale used by the teachers, and (5) chronological age. These measures were applied to a total of 400 pupils entering the first grade, each of whom was at least six years of age and none of whom had attended kindergarten. The work in each class was systematic and reading was begun early in the year. The Work-Play Readers and Workbooks were basic, with generous provision for supplementary reading. At the end of the semester, success was measured by the final marks assigned by the teachers and by scores on the Gates Primary Reading Tests.

The investigator reports a significant positive relationship between all of the predictive measures used, except chronological age, and the two criteria of success. The best predictions were given by the rating scale and the Metropolitan Test. This held true for individual teachers as well as for all pupils together and with either criterion. Using multiple correlation, these two measures combined also gave the highest correlation with the two criteria of success.

The author states that no coefficients of correlation are high enough to make individual pupil guidance possible if all the pupils are considered in one group. If individual classes are considered separately, some of the coefficients of correlation secured by combining more than one predictive measure may serve in guiding individuals. He concludes that data secured by combining the rating scale, the Metropolitan

Test, and mental age suggests the approximate location of a true critical point, which is so highly desirable in prognosis.

**CORRELATIONS OF PARENTS' APPRAISALS OF PERSONALITY AND OTHER MEASURES IN GRADE I.** By Frank T. Wilson and Cecile White Fleming. *Unpublished study.*

This study is part of a more inclusive investigation of readiness for and progress in reading at Horace Mann School of Teachers College.

Ratings were secured from the parents of 25 first grade children, relating to the following five categories: (1) undesirable traits, such as biting nails, stuttering, whining, and boasting; (2) personal traits, such as persistence, aggressiveness, obedience, and evenness of temper; (3) personality, secured on Hick's rating scale; (4) development, determined by age of first tooth, first spoken word, first satisfactory use of spoon, and age of walking; (5) nervousness, determined by fearfulness, eating and sleeping habits and the like. Scores yielded by these ratings were correlated with 100 other factors relating to reading ability, abilities with letters, several tests of mental ability, and psychophysical measures.

None of the correlations is high; most of them are negligible. The authors find no significant relationship between any of the aspects of personality development included and learning to read or abilities with letters. They find contradictory evidence and low correlations between personality and the abilities measured by several types of mental tests. The rank order correlation between personality and number of activities enjoyed by the child is .49. There is a slight positive relationship between desirable personality and physical development, indicated by tapping, weight, coordination, and grip.

**THE ELEMENTARY SCHOOL TEACHER'S TREATMENT OF CLASSROOM BEHAVIOR PROBLEMS.** By Nellie M. Campbell. *New York: Teachers College, Columbia University. Contributions to Education, No. 668. 1935.*

This investigator secured from experienced teachers and student teachers in 83 elementary school classrooms in New Jersey diary records of one or more of the most important behavior problems observed each day. Those reporting described the problem situations, the conditions from which the problems arose, the treatment employed, the outcomes, the teachers' reasons for using the particular methods of handling the problems, and their evaluation of the success of the methods. The 1232 reports were carefully analyzed and classified by grade level, type of problem, and method of treatment by superior teachers, mediocre teachers, and student teachers.

The results of these analyses confirm the findings of earlier investigations in showing that teachers tend to apply direct measures of punishment or reward to classroom behavior of which they disapprove. They seldom study the available data from health and psychological examinations and information concerning home conditions and social and emotional adjustment in order to find the underlying causes of maladjustment. Nor do they commonly realize the need for changing the classroom situation in order to meet pupils' needs for activity, self expression, recognition and security, and thus prevent "undesirable" behavior. The teachers, in fact, not only fail to seek the fundamental causes and causal conditions of children's be-

havior, but also consider their methods of direct punishment and reward of symptoms as highly satisfactory.

The following are more specific results of the investigation. Overt types of behavior which interfere with the smooth functioning of the school program or with the purposes and authority of the teacher constitute the great proportion of problems reported by teachers. Indications of the development of a recessive or withdrawing personality, considered especially undesirable by mental hygienists, are almost never reported. Problems of immorality, especially cheating, stealing, and being careless with property are reported quite infrequently.

Punishment, including censure, scolding, threatening, sharp command, and deprivation of privileges and of participation, are the favorite methods of treating misbehavior, accounting for 75 per cent of the treatments reported. In one case out of five, the teacher reasons with the child, makes an appeal in behalf of his group, or extends assistance in meeting the situation. In only one case in twenty does she reward the child through social approval or special privilege.

The same methods are used for meeting all types of problems. There are few significant differences in the types of problems and treatment reported for the various grades, 1 to 6. A tendency is observed for third grade teachers to use more, and first grade teachers less, punishment than those of the other grades. The highly successful teachers tend to use fewer punishments and more rewards than mediocre teachers and are also less satisfied with the success of the procedures used.

## Meeting Play Needs of Young Children

(Continued from page 323)

Some children played there for only five minutes at first. Each child's changing and daily varying needs were studied and met as far as possible. And the need for balcony play seemed to arise irrespective of age.

We have found that this program of play on the balcony for some of the children and a ten minute rest for every child some time

during the morning play time has helped the general emotional tenor of the whole group. It seems to us that there have been fewer unnecessary emotional upsets; there has been less tendency toward overstimulation and tension. After a child has learned to enjoy play by himself, he seems more ready for play in a group.

MARY E. LEEPER



# News... HERE AND THERE

## NEW A. C. E. BRANCHES

The following groups have affiliated with the National Association for Childhood Education since the February journal went to press:

Kansas City Association for Childhood Education, Kansas.

Northern Kentucky Elementary Council, Fort Thomas, Kentucky.

Ponca City Association for Childhood Education, Oklahoma.

Wilson County Association for Childhood Education, Tennessee.

Tyler Association for Childhood Education, Texas.

Harris County Association for Childhood Education, Texas.

Reinstated: Dayton Council of Childhood Education, Ohio.

Houston Elementary Council, Texas.

## A. C. E. LEGISLATIVE COMMITTEE

The Legislative Committee is assembling information about current and proposed legislation that affects the education of children below the age of six. A handbook will be prepared to aid those interested in studying and improving their state laws. The Committee's objective, as proposed by the Executive Board, is found in the first resolution accepted at the New York 1936 Convention:

"We, the Association for Childhood Education, believe that kindergartens should be established as an integral part of public education, supported by public funds, and administered by the regularly constituted authorities. As public education is developed sufficiently to take the responsibility, nursery schools should be incorporated as a part of the school system."

Members of the Committee, with the states for which each one is working, are:

Bertha M. Barwis, 843 W. State Street, Trenton, New Jersey: Connecticut, District of Co-

lumbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Virginia, Rhode Island, Vermont, West Virginia.

Ruth Andrus, State Education Department, Albany, New York: New York.

E. L. Morphet, 10 Magnolia Curve, Montgomery, Alabama: Alabama, Arkansas, Colorado, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas.

Walter Anderson, Northwestern University, Evanston, Illinois: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

Josephine O'Hagan, 401 S. Grand Avenue, Los Angeles, California: Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming.

Mary Dabney Davis, U. S. Office of Education, Washington, D.C., is Chairman of the Committee.

## *Sung Under the Silver Umbrella*

Mary L. Morse, Chairman of the A.C.E. Literature Committee, has received a letter from the Macmillan Publishing Company which indicates the popularity of this book of poems for young children, compiled by this Committee: "You may be interested to know that during 1936 Macmillan published twenty-five books for boys and girls and the first of January, when we balanced our records, we found that *Sung Under the Silver Umbrella* stood at the top of the list for actual sales. This is a very good record for a book of this sort and should reflect very happily upon your labors and the work of your Committee."

## NEW COMMITTEE MEMBERS

The following people have recently accepted the invitation of the A.C.E. Executive Board to serve on Committees of the Association:



*Nursery School:*

M. Elisabeth Brugger, Iowa State Teachers College, Cedar Falls, Iowa.

Lucille Bush, Cowles Hall, Elmira College, Elmira, New York.

Marguerite V. Peterson, 282 Sigourney Street, Hartford, Connecticut.

Kathern McKinnon, Lincoln School, 433 West 123rd Street, New York, N.Y.

*Membership:*

Ruth V. Golla, Grand Rapids, Michigan.

## ELIZABETH PYLE

Word has been received that Miss Elizabeth Pyle, a member of the Cincinnati Council for Childhood Education, died on February 4, 1937. Miss Pyle served as Supervisor of Primary Grades in Covington, Kentucky, until June 1935, just before her eightieth birthday. Only last fall she assisted in organizing the Northern Kentucky Elementary Council, one of the new affiliated groups of the A.C.E.

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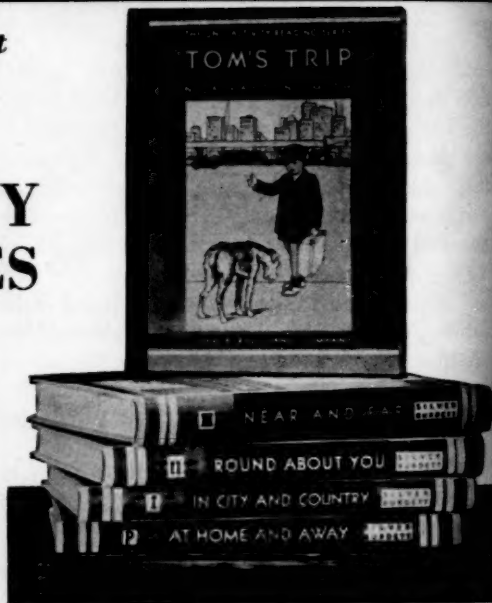
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| A Library—Magic Wand                         | Dorothy M. Gurnea                |
| Playground Equipment                         | Jean W. McKee and William Gurnea |
| The Kindergarten in America                  | William Gurnea                   |
| City Life in Third Grade                     | Elizabeth H. H. H.               |
| Science as an Aid to Personality Development | Robert W. H.                     |
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